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THE UNIVERSITY OF ALBERTA

MASTER COACH AND SWIM TEAM:
AN ETHNOGRAPHIC ACCOUNT

by

Ⓒ LUCIEN H. GRAVELLE

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
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FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "Master Coach and Swim Team: An Ethnographic Account" submitted by Lucien H. Gravelle, in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

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ABSTRACT

The purpose of this study was to describe the coach-player-team social system in a Canadian university setting. This central purpose involved three sub-problems: firstly, the observation and description of the social world of one central Canadian sport - swimming; the description of the sport-related roles and subroles, and the role strains and conflicts as coach and swimmers pursue their individual and team swimming goals; and thirdly, the description of the nature and quality of the master coach-elite athlete interactions, behaviour sequences, problem-solving and other sport-team related relationships in order to arrive at a holistic understanding of how the master coach and elite swimmer function.

The ethnographic approach was used as a suitable framework for describing the social phenomena which were being observed. It was intended to contribute to both the developing theory and body of knowledge about the behavioural and social bases of sport and coaching, and to the actual practice of sport leadership by describing what a coach and his athletes actually do as observed by someone else.

Within this basic ethnographic approach, a variety of social research methods and tools were used to more fully observe, describe and understand both the macro cultural world of university swimming and the micro culture of a university swimming team and its interacting characters. The coordinated use of participant-observation, informant interviewing, time and motion study, interaction analysis, videorecording and documentary research, provided the qualitative data to complete

the picture of the lives of individuals and their team. The result was a more in-depth look at a master coach as he interacts with his team in the context of a Canadian university setting. The data was gathered during the 1976-77 university swimming season.

Although no real conclusions can be reached in this type of research inquiry, a number of interesting questions have been raised concerning swimming at all levels of competition and administration, but particularly at the university level. Questions revolve around topics such as the financial and philosophical feasibility of an "elite" swimming program at the university level. What is the function of the university in the overall elite sport development system in Canada? Should the university be a factory for providing elitism?

PREFACE

Because of the somewhat different approach taken by the author in this study, it appears essential to make some introductory remarks that will guide the reader through the manuscript.

Firstly, the thesis follows the 1976-77 Varsity swimming season in chronological fashion with one chapter leading logically into the next. For example, Chapters II, III and IV provide an in-depth description of the setting and the actors so that the reader will have a better understanding of the role descriptions in Chapters V and VI and the ensuing strains and conflicts described later in Chapters VIII and IX. For these reasons and because the reader would incur a distorted perspective of the coaching process, the chapters should not be read out of context.

Secondly, it is important to note that although fraught with problems and crises, the season concluded quite successfully for both the coach and the team. One should bear in mind that it was the first year of an "experiment" in university sports and specifically in the sport of swimming. It was an experiment that may set the trend in the future for many other "minor" sports in Canadian universities. In that sense it may be said that the 1976-77 Varsity swimming season was probably unique - it was year one of a new and different swimming program for Varsity athletes. The coach was new to the situation; the program had taken on a new "look"; the coaching style contrasted sharply with the previous year's and thus highlighted the leadership succession problem; and, the master coach's dual coaching role increased the unfavourableness of the situation. But, in spite of all these glaring problems, the real descriptive focus of the thesis is on the actual coaching process: what the coach and athletes actually did and how they interacted with one another.

The ethnographic account probes deeply into the lives of the subjects to discover what makes them unique as persons on the one hand, and similar to other persons on the other hand. Because of this deep probing, the report tends to be very descriptive. No attempt has been made by the author to provide an analysis of the content either chapter by chapter nor overall; that exercise has been left to the good judgement of the reader. The possible exception is Chapter X where a tentative synthesis and possible implications have been presented.

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I wish to extend my sincerest thanks to all my examining committee members, Drs. R.B. Alderman, M.F.R. Smith, T. Maguire, G.J. Smith, R.B. Macnab, Prof. A.E. Wall and to my supervisor, Dr. H.A. Scott, who provided boundless encouragement and support in seeing the project through. Also, I wish to express appreciation to my external examiner, Dr. H.F. Wolcott, who, besides his expertise in ethnography, added a great deal of humour and insightful comments to make the examination an exhilerating as well as a very educational experience for the examinee.

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CHAPTER I

INTRODUCTION

I. OVERVIEW

Even before the roar of the immense crowds thrilled by the performances of superbly trained athletes had stilled into history, the news media responded with harsh criticisms of Canadian athletes and coaches.

The 1976 Olympics in Montreal, through excellent television coverage, made Canadians extremely aware of sports in Canada and around the world. In the aftermath of such major athletic events, a period of introspection inevitably follows. This period of introspection was not new to the Canadian sporting scene for it seemed to occur every four years. But after the '76 Olympics there appeared to be more than the usual "scapegoating" of the athletes (he or she "choked") and much more criticism of the coaching fraternity.

Canadian university athletic programs did not escape this scathing attack, and were held largely responsible for what, to many observers, seemed to be an inadequate production of master coaches and elite athletes. University physical education programs were charged with doing an inadequate job of providing the body of knowledge and professional training necessary for the development of international calibre coaches and athletes.

The rumblings, whether they emanated from a select minority (sports columnists, government officials, national coaches or groups of athletes) or a public outcry may have served a useful purpose in making athletes, coaches, administrators and researchers focus on the

the problems faced by Canadian sports and also in stimulating sports research to a greater degree.

Deservedly or not, much of the criticism was aimed at the inadequacy of coaching, particularly in amateur sport. This increasing concern about the quality of coaching in Canadian sports has been in evidence in recent years and with the increased public awareness could become a more popular subject of research studies in the near future.

Danielson, in reviewing criticism leveled at coaching states:

> Various authors have criticized the coach as to his lack of technical expertise (Percival, 1971), his lack of psychological expertise, (Orlick, 1973: Percival, 1971) and his motives for being involved in coaching in the first place (Albinson, 1973) (Danielson, 1974:1).

He accepts that this type of criticism is necessary if we are to improve the coaching process, "but what is more important is the need to specify in what ways coaching is adequate or inadequate, and to suggest how this information can be used in the design and implementation of prgrams in sport" (Danielson, 1974:3).

But even before one can suggest that coaching is either adequate or inadequate, one must be fully cognizant of the basic processes coaching entails. The coaching literature is replete with dictums on how one ought to coach but very little is said about what a master coach actually does. The coaching role is a social role involving social interaction - a series of acts, activities, encounters, confrontations and intricate relationships. Truzzi's remarks in relation to the social role of the housewife apply well here:

> Before any appraisal can be made of the conditions present in this role, we must have an analysis and description of the common

> properties within this complex, its typical stages, and its relations to the other clusters normally surrounding it (Truzzi, 1968:III).

It would seem obvious then that before we can begin to prescribe corrective measures or even suggest that any are needed in coaching behaviour, we ought to have some systematic knowledge of what effective coaches and athletes do in their roles and role relationships.

With the current increased interest in understanding and improving behaviour, sports environment and participant outcomes, coupled with the emergence of considerable popular literature concerned with the role of the coach and/or athlete, the theoretical and practical need for ethnographies (descriptive accounts based on natural observation) of the coach-player setting should be given strong priority.

Concurrent with that, it would seem useful to systematically observe and describe these coach and player roles within the overall social framework of the university in order to understand more fully the function of the university in the overall elite sport development system. In order to realistically interpret these many conflicting societal demands placed on university sport it would seem useful again to describe where elite sport fits into the lives, roles and subroles that university students and staff are required to play.

II. PURPOSE OF THE STUDY

Before evaluative statements and prescriptive corrective measures may be ascribed for Canadian university sport and elite coaching, objective base measures of these phenomena are needed in order for us to understand what is going on currently and what coaches do. The present study begins this needed task of describing the coach-player-team social system in the Canadian university setting. Within this central purpose, a number of specific sub-problems may be identified. This project sought to:

(a) Observe and describe the social world of one central Canadian sport - swimming in the university setting. An ethnographic approach is taken to describe the social system of university swimming - its values, norms, roles, subroles, role expectations, and role strains and conflicts. The study focuses particularly on the coach and player interaction and the multiplicity of associated role sets and strains these central characters experience. It was hoped that this descriptive data would provide an empirical baseline upon which evaluative and prescriptive corrective statements might be made.

(b) Describe the sport-related roles and subroles the coach and athletes play in pursuit of their individual and team swimming goals.

(c) Describe the nature and quality of the master coach-elite athlete interactions, behaviour sequences, problem-solving and other sport-team related relationships in order to arrive at a holistic understanding of how the master coach and elite athlete function.

This thesis is then and ethnographic inquiry into the coaching process involving one university team. The central problem of the study is to describe and analyze one particular coaching process from a cultural perspective. The study focuses on the behaviour of one specific master coach during one entire season of university coaching. In a complimentary sub-problem, much attention is given to those who customarily interact with the university coach, in particular the student-athletes who make up the team, but also other staff members, students, fellow coaches, parents of club swimmers, fellow administrators, and his family. Essentially the study concentrates on those human processes in which the coach engages that are most directly related to his assignment as a university swim coach.

As Wolcott points out:

> An ethnographic inquiry cannot ignore the broader context in which an individual lives and works, and the various ways in which circumstances which appear to be external to his occupational role may actually exert considerable impact. The attention given to context and to complex interrelationships in human lives is what makes ethnographic accounts different from accounts written from the perspective of other social sciences. Ethnographic accounts deal with real human beings and actual human behavior, with an emphasis on social, rather than on physiological or psychological aspects of behavior (Wolcott, 1973:xi).

Briefly then, this ethnographic account focuses specifically on the social behavioural aspects involved in the coach-athlete interactions as well as the broader contextual influences impinging upon the master coach and elite athlete roles in a university setting.

III. NEED FOR THE STUDY

It was hoped that the present project could make needed contributions to both the developing theory and body of knowledge about the behavioural and social bases of sport and coaching, and to the actual practice of sport leadership. As indicated above, many critical, evaluative and prescriptive statements have been offered by both lay and professional sports people about the current state of the elite coach-athlete system. Although usually offered in great sincerity and with great certainty, such statements do not often seem to be rooted in much systematic objective observation of the social reality of Canadian elite sport itself. If the coaching process is to be improved such that athletes can develop optimally then surely reliable descriptive base measures need to be taken. Any true behavioural science of sport and coaching would need to be rooted in such natural description. It was felt that the present study, in beginning this process of describing and understanding what is, could make a significant practical contribution to this developing applied science of sport.

The university's role, and more specifically the field of physical education within the overall university setting, is, amongst its other functions, to develop the research and theoretical basis for improving practice. As suggested above, a true science of coaching must be rooted in a systematic body of theory and empirical data. Such a body of knowledge is only in its formative stages in physical education. Thus, an ethnographic, natural descriptive approach to beginning this task would seem to offer a promising start. In this regard, it was felt that the present project could make a significant theoretical contribution.

There is considerable evidence in the research literature to support turning to this type of descriptive research. Several authors have recommended strongly that the social researcher re-examine the phenomena of social situations with the idea of describing the basic processes involved before doing anymore theorizing (Becker, 1963 and Argyle, 1969).

For example, Argyle, a social scientist, argued this point quite convincingly.

> Theorizing in the field of social behaviour is premature: theories have been constructed before the basic empirical phenomena in the field were discovered. In an attempt to provide a systematic way of describing the phenomena, they in fact say less than what everyone knows already. What is needed first is a working picture of what is going on in social situations. This means mapping out the sensory channels of communication, listing the biological and other drives, and describing the basic sequences of behaviour which make up social interaction (Argyle, 1969:24).

Both Becker and Argyle are advocating direct and natural observation of the phenomena under study in order to fully describe the behaviours or interactions actually going on in the setting.

Wolcott (1973:xii), in his study of school administrators, provided the rationale for pursuing the ethnographic approach to describe the actual behaviours and interactions. He pointed out that "most of the literature of educational administration tends to be normative in its approach" and dealt exclusively with behaviour "as it ought to be or as it is interpreted and reported by the person performing it". Wolcott felt that his ethnographic approach would add "another dimension: what an administrator actually does as observed by someone else".

A similar situation exists in the field of physical education and sport, and particularly in the area of coaching. There are many useful papers, articles, books written by experienced, successful coaches reporting the behaviour of coaches "as it ought to be" or their own behaviour as they "interpret it to be". But none have the other dimension as described by Wolcott: what a coach actually does as observed by someone else. This study will attempt to provide that third dimension.

IV. OVERVIEW OF THE LITERATURE

The Development of Research in Coaching

The slow rise of coaching to recognition as a profession in Canada has been paralleled by its similarily slow growth and development in research. Until recently, the body of knowledge in coaching has been built up primarily on the basis of prescriptive statements and personal opinions of how the coach ought to play his role and particularly descriptions of the technical aspects of the coach role such as the organization of practices and games, pre-season preparation, recruiting, scouting, etc.....(eg. Sabock, 1973; Gallon, 1974).

Furthermore, most of the literature on coaching has filtered across the border from the American sports scene. This is not to suggest that the American research studies on coaching are totally irrelevant to the Canadian coaching scene, but it does single out the fact that these studies have social and cultural differences that must be considered in any comparison of Canadian and American coaches. For example, Bain (1973), in his study of th e authoritarian coaching personality found very little evidence of that particular trait in his sample of Canadian coaches in contrast to American studies which report substantially higher measures on this trait. To account partially for this difference, Bain pointed to the differences in cultural and social processes between Canada and the U.S.A.

But a great deal of the American literature on coaching has some relevance to the Canadian sporting scene even if it merely serves the purpose of making Canadians more aware of the problems that could infiltrate the Canadian coaching system. In spite of the differences, Canadian and American societies have many similarities, and much criticism written in the United States regarding the societal ills which have beset American Athletics, and read in its proper context, could be helpful to the fledgling Canadian coaching system. As many American authors have pointed out, the problems apparent in the sports culture are reflections of a changing society which has been caught up in the "communication gap" and the "generation gap".

Tutko and Richards point out that the coach of today faces problems far different than the coaching problems of a few decades ago.

> One of these is the personalities of the athletes themselves. The value orientation of today's young people is somewhat different from that of the past. The youth are more perceptive, more questioning, and have a greater variety of interests and experiences. As a result the coach must become more sensitive to certain aspects of interpersonal behaviour and motivational psychology (Tutko and Richards, 1971:xiii).

Extensive and indepth discussions of these changing role expectations of American coaches and athletes have been presented by Jack Scott in The Athletic Revolution (1971) and Harry Edwards in Sociology of Sport (1973). Granted that these two American authors represent radical, extreme points of view, their harsh criticisms signal the fact that there is a variety of problems in the coaching system which have yet to be faced and resolved. Although we may be "babes in the woods" compared to the high pressure U.S. sports, it appears to this author that our Canadian sports system is not without its share of problems. And, because of the paucity of Canadian-based research studies on our coaching system, it is the belief of this author that many Canadian coaches cast an eye at the American coaching scene with the idea of immitating their successful counterparts to the south. Perhaps it is now time for Canadians to look critically at their own coaching system.

Criticisms of Past Research in Sports

Rushall (1973) who advocates applied behaviour analysis in analyzing coaching behaviours, has heavily criticized past and current researchers for their tendency to "stereotype" many categories of individuals in order to produce ordered and simplified descriptions of coach and athlete behaviours. Rushall suggests that "the process of producing 'types' usually follows one of two methods; (1) personality assessments are analyzed to produce a general description or profile, and/or (2) isolated impressions are used to indicate a general behaviour description" (1973b). Personality assessment tests are rather suspect because of their limitations, the way they are used, the experimenter's objectivity and reliability, the subjects, data treatments, and analysis (Rushall, 1973b). Both Rushall (1969) and Kroll (1970) have severely criticized the use of personality tests because extreme interpretations have generated stereotypic formulations for coaches (Tutko and Richards, 1971; Hendry, 1970) and athletes (Ogilvie and Tutko, 1966).

Stereotyping in sports is common and past research in this area has been heavily involved with "attempting to discover relationships between categories of physical performance and personality dimensions"

(Rushall, 1973b). The layman (particularly journalists and broadcasters) have tended to stereotype the various psychological attributes to performers and coaches in "labelling" terms. One cannot place too much credibility in those methods of stereotyping. Danielson points out that "While an approach stressing stereotypes has its advantages in simplification of understanding, it has the disadvantage of over-simplification of the complexity of human behaviour.... coaching being no exception" (Danielson, 1974:26).

In the use of "typing" behaviours, one also encounters the problem of semantics. In a thorough examination of past leadership research, Stogdill discovered that person-oriented leaders were interchangeably labelled democratic, permissive, participative or considerate in various research studies yet they were found to "exert differential effects on follower satisfaction, and on group productivity and cohesiveness. If the effects differ, the associated behaviours cannot be identical" (Stogdill, 1974:243).

Rushall probably sums it up best when he states: "Stereotypes in sport are commonly discussed and researched although their derivations are very suspect" (Rushall, 1973a:2).

Current Trends in Coaching Research

This particular section will cover a brief review of the most current research literature, in physical education and sport, relevant to coaching.

Applied behaviour analysis

Applied behaviour analysis is rooted in operant (Skinnerian) psychology. "Almost all of the early experimental work in operant psychology was done with animal subjects and can be classified as pure research" (Rushall and Siedentop, 1972). The principles of behaviour developed from these highly controlled laboratory experiments were not applied to human behaviour until the late 1950's. Recently, there has been a great deal of successful application of the principles of operant technology particularly in the field of education.

Rushall explains applied behaviour analysis:

> The basic premise of applied behaviour is that behaviour is controlled by its consequences. The options available for controlling and modifying behaviour lie in manipulating environmental events. The implementation of behaviour analysis is situation specific. The principles of behaviour that guide the formation of the problem solutions are consistent but the methods utilized are tailored to the particular problem. The use of applied behaviour analysis often requires some innovations in technology or method design. For this reason, although the principles of behaviour are clear, the application is not so evident. At this stage of development, applied behaviour analysis largely remains as the application of laboratory designs, techniques, and controls in real-life situations (Rushall, 1973b:2).

The use of applied behaviour analysis in sports and physical education has been initiated only recently. Rushall and Siedentop have been its most prominent exponents. In the area of swimming, Rushall (1967, 1970) and Rushall and Pettinger (1969) have applied behaviour analysis to modify specific behaviours. "A student utilized the procedure of 'shaping' successfully to change the form of an incorrect kicking action in the front crawl swimming stroke in a young inexperienced swimmer" (Rushall, 1973b). Smith (1973) used a "behaviour game", a new trend in applied behaviour analysis, for eliminating undesirable problem behaviours in a group of competitive swimmers.

In summing up, Rushall suggests that "applied behaviour analysis offers much to sports and physical education. It provides a new conceptual framework for (1) implementing teaching and coaching procedures, (2) conducting applied research, and (3) solving behavioural problems" (Rushall, 1973B:10).

Interaction analysis (descriptive-analytic research)

Interaction analysis has gained considerable popularity within the field of education research since the development of Bales' (1950) Interaction Process Analysis (IPA) and Flander's (1960) Interaction Analysis System. Unfortunately, it has received little attention from researchers in the areas of sport and physical education. Anderson (1971) points out that "there is particular need for a more thorough and empirically based understanding of the teaching process" particularly at this time of considerable change in the approach to teaching physical education.

The basic premise of interaction analysis is to collect accurate descriptive records of events in actual classrooms and to analyze these records in a way that enables better understanding of the events. (Anderson, 1971). To do this, classification categories are developed. The systems vary according to the theoretical positon of the researchers. Since most systems were designed for the classroom, they focus on the verbal behaviour of teachers and students. In these systems the categories are descriptive of the behaviour and non-evaluative in nature. Usually the data are collected by trained observers who sit in the classroom and record and classify events as they occur. Audio or video tapes are frequently used to capture the classroom interaction and then the events are classified by trained observers.

The analysis of the data takes a variety of forms, but generally the frequency of different categories of behaviour are tabulated, relationships among categories are examined, and common sequences of behaviour are identified (Anderson, 1971). The intent is to paint a "picture" of what occurred in terms of the important dimensions of the teaching process.

The descriptive-analytic approach has now begin to make inroads in physical education. Bookhout, (1967); Barrett, (1969); Fishman, (1970); Nygaard, (1971); Schwartz, (1972); Robbins, (1973); and Smith, (1974) have all used some forms of interaction analysis in their studies in physical education.

Some important findings have emerged from these studies. First, most of the studies encountered problems with nonverbal behaviours. Flanders Interaction System, used as a model in most studies, does not account for or classify nonverbal behaviour. Some researchers in physical education including Dougherty (1971) and Smith (1974) accepted Galloway's (1963) conclusion that no satisfactory procedure for describing nonverbal communication has, as yet, been developed. Robbins (1973) combined Flander's FIAS and Bellack's (1963) system to include nonverbal behaviour analysis of elementary physical education teachers. In physical education, of course, the nonverbal plays an important part in the teacher-student interaction.

Secondly, most of these systems look at only one channel of the communication, usually the teacher's. Systems have been developed to look at the student behaviour in the classroom (eg. French and Parker, 1970) but again they only analyze one side of the interaction. It is this author's contention that the total interaction must be examined since "the behaviour of one is stimulus to the behaviour of the other" (English and English, 1958, p.270: in Withall and Lewis, 1963, p.682).

In the area of sport there is a paucity of descriptive-analytical studies. Rushall (1973a) developed a system to analyze the behaviour of teachers and/or coaches (TOS and COS) and a separate schedule (AOS or POS) to classify athlete or pupil behaviour. These schedules, according to Rushall, can objectively describe behaviour patterns and types in sporting and physical education environments. The scales are derived from Breyer and Calchera's Behavioural Observation Schedule for Pupils and Teachers (1971) which elaborated extensively on nonverbal behaviours, a number of which appeared to be appropriate for physical education and sports situations (Rushall, 1973b:2).

Smoll et al, on the premise that the coach-player relationship is social interaction, designed the Coach Behaviour Analysis System (CBAS) in 1975. This system focuses on the behaviour of the coach and appear to be most suitable for observing the behaviours of baseball coaches.

Tharp and Gallimore (1976) developed an observation system by classifying the coaching behaviours of master basketball coach, John Wooden of U.C.L.A. They examined his style for clues as to his phenomenal success, with the hope that some of his coaching techniques could be applied to classroom teaching. This is a reversal of the usual procedure of adapting research models in teaching to the study of coaching. Tharp and Gallimore based their system on applied behaviour analysis. Gallimore, in personal communication to the author, clearly indicated that when he said, "....the system is simple, and the categories of behaviour arbitrary. The basic method is applied behaviour analysis....".

As in all other systems, Tharp and Gallimore do not examine the total interaction or reveal the environmental influences playing on the interaction. Their observation schedule specifically examines coaching behaviours.

The ethnographic approach

The term ethnography originated from anthropology; "ethnography provides the basic descriptive data on which cultural anthropology is founded" (Wolcott, 1975:112). An ethnography paints a descriptive picture of a particular culture. Spradley and McCurdy (1972) have clearly distinguished between ethnography and ethnology, using the latter to indicate a means of achieving the important goals of explanation, comparison and classification, whereas the former term is restricted to basic description of culture.

Culture then is the key concept and ethnography is the descriptive account of what is observed and understood of another culture (Wolcott, 1975:112). In this perspective, culture is viewed as process, ongoing, elusive, and always being modified. The ethnographer attempts to make a sketch of the culture, to describe what one needs to know to be a member of the particular social system. Thus,

> The ethnographer wants to record and report not only the interaction he observes, but something of the setting and, especially, the meaning the actors themselves assign to events in which they engage. The ethnographer's unique contribution is his commitment to understand and convey how it is to "walk in someone else's shoes and to tell it like it is". However, he must also attend to how the participants themselves say it ought to be, typically

> investigating actions and beliefs in a number of categories of human behaviour (Wolcott, 1975:113).

The ethnographic approach to research has been utilized in recent years in the fields of education and sociology. Wolcott, an anthropologist, has described and elaborated criteria for an ethnographic approach to research in schools (1970, 1975) and used the approach to study the principalship (1973). Smith and Geoffery (1967) used the approach, (which they labelled "microethnography"), to describe the behaviour system of an urban classroom and develop a theoretical framework for psychology of teaching.

In the area of sociology, ethnography is being used extensively. A list of modern-day ethnographies would include Goffman's Asylums (1961); Liebow's Tally's Corner (1967); Wallace's Skid Row as a Way of Life (1965); and Yablonski's The Hippie Trip (1968). In the subfield of sport sociology the usage of ethnography has not been extensive. Notable exceptions are Ned Polsky's Hustlers, Beats and Others (1967) and Marvin Scott's The Racing Game (1968). In the area of coaching, very little formal ethnography has been attempted, in spite of the great need in these times of social change and harsh criticisms of sport and particularly coaching, to describe the actual basic processes of coaching. Many interesting insights have been gained from informal ethnographies of coaches (eg. Kramer's Instant Replay (1967); and Dowling's Coach: A Season With Lombardi (1970). These participant-turned-author's accounts have revealed sensationally some of the major problems in professional sports and further indicate the need for formal ethnographies to help better understand and explicate the norms, values, symbolic meanings, relationships and interactions contained in the coaching process. That, of course, is a major aim of this present study.

V. METHODOLOGY

The Ethnographic Approach: Its Characteristics and Appropriateness to Sport Research

The overriding perspective utilized in the present study is that of ethnography. Because ethnography is new to the area of sport research and a relatively recent innovation in the field of education, it is useful here to briefly summarize its method and reporting techniques.

Ethnographic research has been defined as "an investigator's application of his sociological methods and skills to a specific scene in order to learn enough about its people, situations and human relationships to be able to present the reader with a slice of social life" (Wiseman and Aron, 1973:237). It has also been defined as "an anthropologist's 'picture' of the way of life of some interacting human group" (Wolcott, 1975:112). Spradley and McCurdy (1973:3) define it even more simply as "the task of describing a particular culture".

Ethnography has been the mainstay of the anthropologist for many years. But, as is obvious from some of the above definitions, ethnography has been adopted and utilized by the sociologist. Wolcott, an anthropologist, on the other hand, utilizes the ethnographic approach for his research in the field of education.

Because the author has adopted Wolcott's ethnographic approach for this study it is appropriate to elaborate more fully his thinking on ethnographic research.

Wolcott uses the term "context" to make the point that "the ethnographer is committed to look at people and events in a total milieu rather than only at bits and pieces" (Wolcott, 1975:113). Therefore, he sees the coach or athlete as a person who is a son or a daughter, a parent, a student, "a person who plays a multiplicity of roles and who is both learning and transmitting a set of values" (Wolcott, 1975:113). The ethnographer records and reports not only the interaction he observes but something of the setting and especially the meaning the actors themselves assign to events in which they engage.

In establishing criteria for doing ethnographic research in education, Wolcott made several points pertinent to this study. In discussing the appropriateness of the ethnographic approach to the research problem he states:

> Nor is an ethnographic approach appropriate where the time is of essence, when new perspectives or new hypotheses are no longer welcome, or when justification is perceived as the only pure form of scientific endeavour, for ethnography is a high risk, low yield venture in terms of time that must be committed to it and the fact that it is more suited to generating than to verifying hunches or hypotheses (Wolcott, 1975:114).

Wolcott's four criteria are worthwhile looking at in relation to this study and more importantly to give the reader insight into Wolcott's thinking on the subject of ethnographic research.

Criterion I: Appropriateness of the Problem

Wolcott suggests that "ethnography is best served when the researcher feels free to 'muddle about' in the field setting and to pursue hunches or to address himself to problems that he deems interesting and worthy of sustained attention" (Wolcott, 1975:113).

Some "reasonable bounds" should be established based on what one field worker can accomplish.

In this study, the scope of the problem is fairly broad, but the delimitations and limitations provide adequate and reasonable bounds.

Criterion II: Appropriateness of the Ethnographer

Since the ethnographer is the main instrument of research, Wolcott suggests that attention should be directed to the qualities that the ethnographer can bring to the task. "Thorough grounding in anthropology is essential" (Wolcott, 1975:117). But Wolcott makes the critical point: "one does not have to be an ethnographer to avail himself of elements of an ethnographic approach in his research". He cites Smith (1967) and Burnett (1973) as excellent examples. In the light of the latter statement, ethnography appeared to be an acceptable approach for this study.

Criterion III: Appropriateness of the Research Climate

Very briefly, the most critical factor of criterion III is protecting the autonomy of the fieldworker. Wolcott states:

> If project constraints or personal styles are not conducive to providing autonomy, then it would seem that ethnography is not a realistic research alternative. Perhaps the solution in such cases....is to draw selectively from an ethnographic approach without going so far as to make the total commitment (Wolcott, 1975:120).

This criterion does not appear to discredit the use of ethnography in the present study. Wolcott's discussion is aimed at large projects funded by an educational agency and in which the ethnographer has some commitment in terms of time and money to do the type of research requested by the funding agency. Obviously, this part of the discussion does not apply to the present study because no funding agency is involved.

Criterion IV: Appropriateness of Expectations for the Completed Study

This criterion deals with "the way information is acquired and the way it is transmitted." Wolcott suggests that a number of techniques are available to the researcher: participant-observation, key-informant interviewing, collection of life histories, structured interviews, etc. Thus it is expected that the researcher's account "will be based on information from a number of sources gained through a variety of techniques including his own presence on the scene as a 'live observer'" (Wolcott, 1975:124). Further, the account has to be rendered both objectively and sensitively, and include a great deal of 'primary' data so that the reader feels that he has been on the scene with the ethnographer.

The present study is amenable to this fourth criterion. Several techniques have been used to collect data. A discussion of these techniques (field methods) follows in part 3 of this section. The author as ethnographer kept a log book of the social interactions observed during practices and meets. Extensive samples of these primary data are included in this account.

Field Methods

Many techniques of data collection are available to the researcher to aid him in the task of substantiating the ethnographic account. In this study the basic method of participant-observation was complemented and supplemented by a number of related sub-methods such as time and motion study, interaction analysis, and informant interviewing. These are itemized and described below.

Participant observation, the essence of ethnography, has been described at great length by numerous social scientists (See Adams and Preiss, 1960; Babchuk, 1962; Becker, 1958; Becker and Geer, 1957; Bruyn, 1966; McCall and Simmons, 1969; Miller, 1964, 1970; and Sellitz et al, 1966). Those authors amply discuss the most critical issues of participant-observation: the degrees of participation and observation, the advantages and disadvantages of the method, the observer-observed relationship, the ethical considerations and the sub-methods or techniques used to collect data. Thus, the intent of this particular section is not to provide a monograph on participant-observation as a social science methodology (Bruyn, 1966) but rather, to describe the specific role of the present researcher-observer and the complementary techniques utilized to facilitate a scientific description of the coaching process.

The Role of the Researcher-Observer

In this study, the investigator adopted initially the role of observer as a participant (not as a swimmer, but as an assistant to the coach) but after a month in the field, the role changed gradually to the role of "participant-as-observer" (Gold, 1958). This role implies that the researcher is a participant by his presence in the setting, but is known and recognized by all as a scientific observer, thus allowing him to apportion the greater part of his time to writing notes of his observations "on the scene" (Gold, as cited in Wolcott, 1973).

Since this role evolved over a fairly long period of time -

three months - the transition occurred without any apparent ill effect to the observer-observed relationship. More shall be said about this below.

To augment not only the quantity of data, but also the quality of data, several supplementary techniques were used. In this study, the techniques used are as described and typified by Zelditch (1962): enumeration to document frequency data, participant-observation to describe incidents and informant interviewing to learn institutionalized norms, statuses and team dynamics.

The following procedures provided the essential information for the ethnographic account including the bulk of data used in the analysis.

1. Collecting copies of all team notices, team records, meet statistics, and team correspondence. The coach, as administrator, had an excellent filing system and permitted the researcher access to most of his files.
2. Time and motion study of the social interaction of the coach during a full day on the job. This meant recording at 60 second intervals over a sampled period of two weeks what the coach was doing, where he was, with whom he was interacting, who initiated the interaction and who was doing the talking at the time.

   Similar data were obtained for several of the student athletes. As well, in order to give a more complete picture, the coach and athletes charted their daily activities and interactions over a forty-eight hour period.
3. Tabulation (frequency count) of the coach-athlete interactions (interaction analysis) during practices. Coaching categories

developed by the researcher over a period of several weeks were used in this phase of data collection. Along with the "Time and motion" study, this procedure provided the type of "hard data" necessary to supplement the more content-oriented field notes.

4. Recording with the video tape recorder. Once per week over a period of ten weeks, one hour of the evening practices were video taped by the investigator. The video tapes were later subjected to intensive scrutiny and analysis to verify and help extend and refine the preliminary coaching interaction categories developed during live observation. The tapes also served the second purpose of providing some feedback desired by both coach and swimmers.

5. Recording with a tape recorder. All team meetings were recorded on tape except the first general meeting of the season. There were actually very few team meetings and those held were "crises" meetings. Several interviews were recorded with coach, players, and "referent others" judged important to the coach and athletes in playing their expected roles.

Most researchers can appreciate the myriad of mechanical problems involved in using recording devices. For example, the great amount of time required to set up, mechanical breakdowns that occur frequently and invariably at the most strategic time and of course, the problems of positioning the apparatus for adequate and efficient recording of the interactions.

But there are other research problems inherent in the use of these devices. The most prominent problem is concerned with reactivity of the subjects being observed (Webb et al, 1966). The reactive effects of the video taping were especially evident in the first few practice sessions recorded by the researcher. The coach was extremely conscious of the camera and at some point said: "How am I doing? One of these sessions I'm really going to put on a good show for you."

The swimmers, on the other hand, were relatively unaware of the observer, the camera or the suspended microphones. The first session recorded appeared to be the only one which prompted any kind of reaction from one or two swimmers who, before entering the water, tapped the microphone and said a few words of wisdom, waved into the camera and asked when they would see themselves on T.V. Once in the water, of course, the swimmers appeared completely unaware of both the piercing eye of the camera and the eavesdropping of the microphones.

Other reactive behaviours were displayed by the coach. Due to the set position of the camera, the coach, in the first few recorded sessions, displayed obvious discomfort and self-consciousness because his "attending behaviour" was restricted to one end of the pool. (Normally during practices the coach walked back and forth along the north end of the pool and the west side of the pool). With the camera focused on the north end of the pool, the coach obviously felt obliged to restrict his movement to that particular area. After a brief discussion with him in which the investigator explained that he should ignore the camera and perform his coaching duties as he would "normally", the coach became much more relaxed and normal in conducting his practice activities.

Another factor which could be a deterrent to using recording devices in the swimming pool is the constant noise of the water splashing and waves breaking against the sides of the pool. Twenty or so swimmers in the water produce a continuous din in the pool. With the microphones suspended over one end of the pool, unless verbal interactions between coach and swimmers were reasonably loud, they were not registered on the audio-tape.

6. Depth interviewing. Both interviewing and respondent interviewing were used in the study as described by McCall and Simmons (1969). Very briefly, informant interview was carried out to learn "the details and meaning of highly institutionalized practices and norms with which the informant is familiar by dint of considerable experience" (McCall and Simmons, 1969: 62). On the other hand, respondent interviewing was utilized "where the information sought concerned the personal feelings, perceptions, motives, habits or intentions of the interviewee" (McCall and Simmons, 1969:62).

Generally, the interviewees were guided through the same open-ended questions and the interview session itself was utilized to probe, rearrange questions or to pursue some unanticipated topic which seemed relevant to the study. Questions on the interview guide included a discussion of each individual's background, his appraisal of the coach, how he felt about the swimming program generally, how he perceived what others felt about the coach, what his goals were, with whom he felt closest, what he perceived as team goals, his commitment to expected goals, and his perceptions of university swimming in the larger context of Canadian sport. Finally, each individual was asked to describe his idea of a good coach (See Appendix A).

As previously mentioned, the interviews were recorded on tape and later transcribed onto paper for purposes of analysis. Although this procedure is extremely time consuming it is a very useful aid because of the verbatim account it provides.

Subsequently, these six procedures supplemented the participant-observation method and provided the data essential to writing up the ethnographic account.

Selection of Subjects for the Case Study

The following criteria for the selection of suitable subjects for the ethnography were established in the early part of the fall of 1976:

1) A "master" coach - so designated by his reputation for successful coaching in his sport.
2) A local coach and team, preferably at the university level to provide ease of data collection.
3) A team coached by one person was preferred rather than one in which athletes selectively interacted with more than one coach.
4) A reasonably short season to make the ethnographic approach more feasible.

On the basis of these criteria, the university swim team and coach were selected for this study. The coach had the credentials of a master coach having appeared at the 1974 Commonwealth Games and the European Games as head coach of the Scottish team, and the 1976 Olympic Games as one of the coaches for the Canadian swim team.

As well as being head coach of a successful local swim club, this master coach had been hired by the Varsity Athletics Department to coach the men's university swim team. This satisfied the second and third criteria since the coach was in full charge of a university team.

The fourth criterion was somewhat harder to satisfy in a university setting because swimming is a winter sport and as such is stretched over a six month period beginning in October and ending in March. But despite the relatively long season, there are comparatively few contests in swimming. For example, the 1976-77 swim schedule called for four meets in addition to Conference and National championships.

Other factors which tended to influence the selection included the expectancy of a greater number of dyadic interactions in an individual sport such as swimming.

The investigator also felt that it was an advantage to research a sport setting with which he was relatively unfamiliar because he would not tend to take observed coaching acts and activities for granted. Having no experience in coaching swimming, the researcher felt that the probability of biasing his observations would be less than in a familiar coaching situation where he felt he had some expertise.

Finally, obtaining the coach's permission to use him and his swim team as subjects proved to be an easy task. At a meeting with him, the researcher explained in broad terms what he intended to do, why and how. The coach enthusiastically agreed without any hesitation. When asked if he thought the team would have any objections he replied, "No problem, these guys are used to having people scrutinizing them. We start on the fourth. Come in and I'll introduce you as an assistant."

The Observer-observed Relationship

To assess the effect of the researcher's presence in a natural setting usually proves difficult. One always hopes that his presence will require only minor adaptations by those being observed. Obviously, it is unrealistic to think that things will be just the same with or without the researcher there. Gussow (as quoted in Wolcott, 1973:11) has stated in this regard, "Ordinarily, in good fieldwork, researchers are not greatly concerned about whether they have disturbed the natural field or not, provided that they can analyze how they affected it structurally" (1964:231). The discussion which follows attempts to deal with the adaptations of the observed to the process of observation.

Acceptance: One of the key factors in establishing field relations is acceptance of the observer by the informants. According to Dean, Eichorn and Dean, "Acceptance depends upon time spent in the field, a legitimate role in the eyes of the informants and the expression of a genuine interest in the people being studied" (in McCall and Simmons, 1969:70). Acceptance of the investigator in his research role by the swimmers presented very little problem because, as the coach explained, the swimmers were accustomed to having other people scrutinizing them during their swim sessions. The types of observers frequently present, other than the coach, ranged from apprenticing swim coaches to practicing psychologists and included even researchers. Thus, from practice session one, a variety of different people other than this researcher appeared at various practice sessions. There were many sessions (particularly the early morning sessions) when the researcher was the lone observer. On some of those occasions the role of researcher was set aside in order to provide some assistance to the coach.

At any rate, the swimmers did not appear to be disturbed in any way by the researcher's presence. The coach appeared to be the only one conscious of the researcher role. The lifeguards, ever present at each of the practice sessions, (it was not always the same ones) became inquisitive only after a month of observing the researcher taking notes and asked what he was doing. For those who were not satisfied with the simple answer "I'm doing research on the swim coach and team", further explanation was offered.

Of course, the university setting enhanced the acceptance of the research role. Three of the university swimmers were enrolled in Graduate Studies and thus, research was not strange to them. Even the club swimmers accepted the observer's presence as researcher, although one little female club swimmer surprised the researcher one day (after three months of fieldwork) when it was explained to her that the investigator had not gone with the team to Las Vegas because he was a researcher and not really part of the team, by saying, "Oh, you're the researcher the coach talked about at the first practice last fall!"

Although the researcher cannot assess to what extent, he was certain that his presence as observer produced some change in the Master coach's behaviour. His obvious confidence and his frequent self-affirmation attested to his self-assuredness and his genuine belief in his style of coaching and his swimming program. On one occasion, early in the year, he said to the researcher, "My program is the best program for getting fit in the shortest possible time, bar none."

An indication of his acceptance of the researcher's role was evidenced in his willingness to cooperate. On many occasions he volunteered information that was extremely relevant to the study. Often he would beckon the researcher to his side and explain clearly what he was doing and why he was doing it. He also volunteered information about his personal family life, his student life, his past experiences as national coach of England and Scotland, all information for which the researcher had anticipated having to probe. His loquaciousness led the investigator to suspect early in the fieldwork that perhaps he was "putting him on" but as the season wore on, the researcher came to realize that Mervyn Duncan was talkative with everyone: his manager, the lifeguards and the coaching assistants.

Lastly, the researcher suspects that Mervyn was highly flattered at being selected as the "master" coach in the study and since he himself was a graduate student, it appears certain that his willingness to cooperate was born of his understanding of the research role as well as the honour of being selected as the prime informant in the study.

Ethical Considerations

The researcher considered at great lengths the ethical problems one might encounter in this project. The Master coach and the researcher tried to anticipate as many of the problems as possible at the critical stage of the project. For example, listening in on some personal interaction between coach and athlete often placed the athlete in a position of disadvantage by inhibiting his behaviour in the face of being observed and heard. Many confrontations were initiated by Mervyn and usually he would tell the researcher that he was about to have a confrontation with a certain athlete. He usually followed that up with an invitation to come and "listen in". Most of the confrontations were unpleasant to witness because Mervyn, in most cases, in his authoritative eloquent style had a definite advantage particularly with the younger club members. Since these coach-athlete interactions were extremely important to the study, the researcher attempted to get as close to the interactions as possible to be able to hear yet not so close that there was a danger of being drawn into the interaction. Proximity to the interactions was predicated by the amount of noise in the pool. Since the role of the researcher writing notes had been established, taking notes at that tense moment did not appear strange to the athlete.

The problem of preserving anonymity proved to be difficult to resolve to the satisfaction of those concerned. Pseudonyms have been used but readers close to the university or district in which the research took place will probably be able to identify the coach (since only one was involved) and possibly some of the athletes. As Wolcott points out, "To present the material in such a way that even the people central to the study are fooled by it is to risk removing those very aspects that make it vital, unique, believable, and at times painfully personal" (Wolcott, 1973:4). The fact that the project was conducted in a university setting makes the problem of anonymity doubly hard to deal with and as Mervyn said when confronted with this concern of the researcher, "How can you preserve anonymity in this case? Western Canadian university, one coach, one swim team, the 1976-77 season - most readers will put two and two together and come up with my name."

In spite of this knowledge, he did not hesitate to accept the central part he would play in the study.

The handling of field notes with the greatest confidentiality contributes to preserving anonymity. The researcher was the only person to have access to the tremendous bulk of data collected during the fieldwork. Field notes were kept in longhand and not retyped. The taped interviews were processed by the researcher himself, thus maintaining their confidentiality. In discussing this topic, Wolcott suggests that "time itself helps to protect anonymity or at least to make identification more difficult" (Wolcott, 1973:5). As time passes, crises lose their urgency and are soon forgotten. Human memory is short, and people soon forget what was said and done by others and themselves as well.

VI. DELIMITATIONS OF THE STUDY

The study is delimited to the ethnographic account of a university men's swimming coach and team during the 1976-77 competitive swimming season including practices and local meets.

The situation whereby the university swim team share equal pool time and the same coach with an "outside" swim club is probably unique to this particular university setting. The fact that the two teams practice together under one coach and even attend some of the same meets has some obvious research advantages in terms of comparative analysis on the one hand, but has some confounding effects on the other hand.

VII. LIMITATIONS OF THE STUDY

A number of difficulties that have been reported in other ethnographic studies were experienced in this project. There appears to be no systematic method by which to check the quality or adequacy of data from interviews and/or observations because the observer or participant-observer often develops a "special view of the small world under study, making their findings somewhat difficult for a second investigator to replicate" (Wiseman and Aron, 1970). Regarding this dilemma Wolcott (1973) suggested that "the test of ethnography is whether it enables one to anticipate and interpret what goes on in a society or social group as appropriately as one of its members. Thus, if he (the reader) were to assume the role of some other person in an encounter with the [coach], he should feel he would know how the [coach] might act toward him" (Wolcott, 1973:xi).

Wiseman and Aron support Wolcott's suggestion when they say that "one way to increase the validity of findings and conclusions is to show written analysis to the inhabitants themselves and get their reaction to these descriptions of the world they know so well" (Wiseman and Aron, 1970:244).

The ethnographer, as other social researchers, must contend with bias, not only in his sampling and observing, but also in his interpretation of the data collected. It is humanly impossible to completely eradicate bias. Spradley and McCurdy (1972) in discussing how ethnography accounts for objectivity, sum it up very nicely.

> It begins with clear recognition that complete objectivity is impossible, that personal prejudice and ethnocentrism influence data collection, and that selective observation and interpretation always occur during research. This much it shares with many other research methods. But how do you decide which things to observe and record? How do you decide which interpretation to use as you describe a particular culture? ...The ethnographer seeks to describe a culture using those criteria that his informants employ as they observe, interpret, and describe their own experiences during the course of life (Spradley and McCurdy, 1972:18).

VIII. ORGANIZATION AND PRESENTATION OF THE THESIS

Because of the ethnographic nature of the thesis, the presentation of the study does not lend itself completely to the standard thesis format. As Spradley and McCurdy (1972:81) point out, "There is no simple formula to follow in writing an ethnography. We believe that the best way to learn is through the careful examination of published ethnographies."

In this regard, the author followed as closely as possible, the ethnographic model used by Wolcott (1973) to describe school administrators. It was felt that Wolcott's model was most suitable for writing an ethnographic account of the Master coach and his team, particularly in terms of enhanced report readability.

Chapter Organization

Chapter I: The first chapter presents a brief overview of the study, the purpose of and need for this type of study, an overview of the literature related to coaching research, a description of the methodology including details of the fieldwork methods used, and finally the delimitations of the project.

Chapters II, III and IV: These chapters present a descriptive account of the physical and social aspects of the Varsity swimming setting where the actors as total persons play out their respective roles as master coach and as swimmers.

Chapter V: The role of the master coach is described in the four settings in which he works: at training sessions, at meetings, at meets and at the office. The training session interaction with his swimmers is emphasized.

Chapter VI: This chapter is somewhat similar to Chapter V but presents the role of student-swimmer as he interacts with the master coach at training sessions, at meetings and at meets.

Chapter VII: This chapter will take the reader through the complete seasonal cycle of the coach and team.

Chapters VIII and IX: These two chapters deal with the coaching process. The role strains and conflicts of the coach-athlete interactions are highlighted in Chapter VIII while the team socialization or building of the team is the topic of Chapter IX.

Chapter X: This last chapter presents a summary of the study and a discussion of the findings and implications.

CHAPTER II

THE SMALL WORLD OF SWIMMING

Introduction

In order to understand the social and cultural world of university swimming both as a small or "micro" world of its own or as it relates to the larger university setting and to the Canadian swimming and sport scene, it is necessary to understand the physical-geographic setting of the Varsity Swim Team itself. This will help significantly in understanding the part swimming plays in the daily routine and total lives of the social actors and in allowing readers access to the meanings attributing to the swim team microculture. At the same time it will assist in understanding and locating Varsity swimming vis a vis the University, its community and the larger Canadian sport system. The present chapter begins with a brief description of the physical geography of the University Campus. Particular emphasis is placed on describing those settings such as the practice pool where most of the drama of Varsity swimming is played out since an understanding of these settings is a prerequisite to understanding the interaction patterns of coach and athlete.

A second section describes the social and cultural organization within which the swim team drama is framed. In order to understand the "micro" sociocultural world of Varsity swimming, it is necessary to be able to comprehend the meanings that world has, not only for the actors within that world, but also the perceptions of the principal actors external to that small world and who are instrumental in shaping that reality. Hence, the definitions of the swim program situation of the athletic director and other key administrative roles become vital. These role and organization expectations are outlined here and frame the social drama of Varsity swimming to be detailed throughout the remainder of the report. An understanding of this "macro world" of Varsity swimming is vital to the understanding of roles and interactions played out by the coach and athletes in their daily and seasonal drama. It also serves to explicate the somewhat unique role expectations and role strains inherent in the Canadian elite sport system as manifested through the university sport setting.

I. THE PHYSICAL SETTING

The Varsity Campus

> Varsity Campus is located across the river from the provincial legislative buildings and downtown [Big City]. The cultural, educational, and recreational assets of a city of half a million people combined with the opportunities and facilities provided by the University, result in an active exchange of ideas and experiences that benefit both the University community and the wider city community (Prospective Students' Handbook, 1976-77).

Varsity Campus, which covers 258 acres, is characterized by a good blend of old and new buildings and green areas. An expanded building program in the 1960's resulted in the addition of several major new buildings and facilities. The same growth pattern was reflected in the student enrollment as the number of full-time daytime students increased from 4,902 to more than 18,000 students in 1971. The University has grown into one of the largest universities in Canada in terms of enrollment.

The large campus is bounded on the east, south and west sides by residential areas and the north side by the river. But the campus is quite accessible to the city centre, which lies across the river,

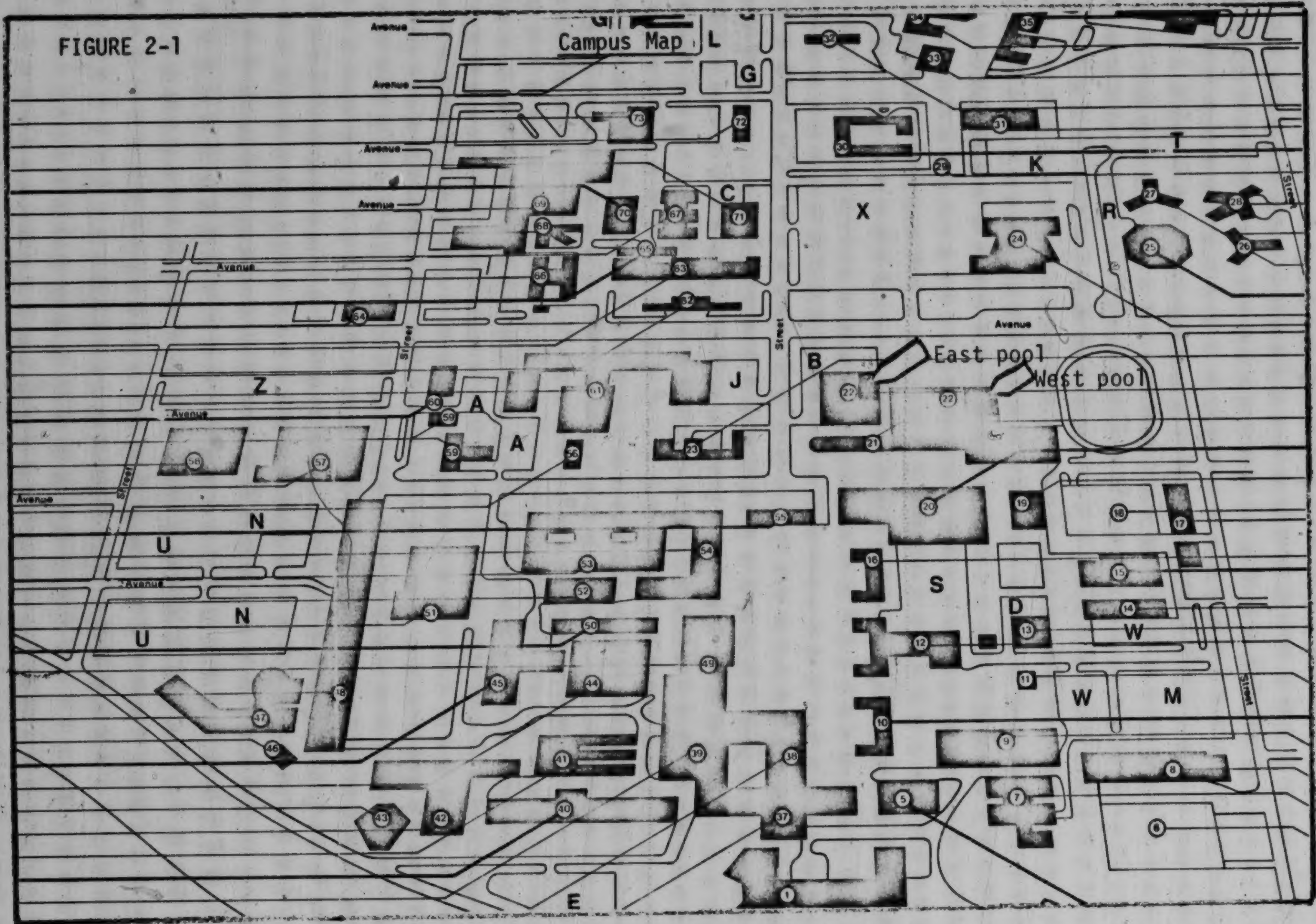


FIGURE 2-1

Campus Map

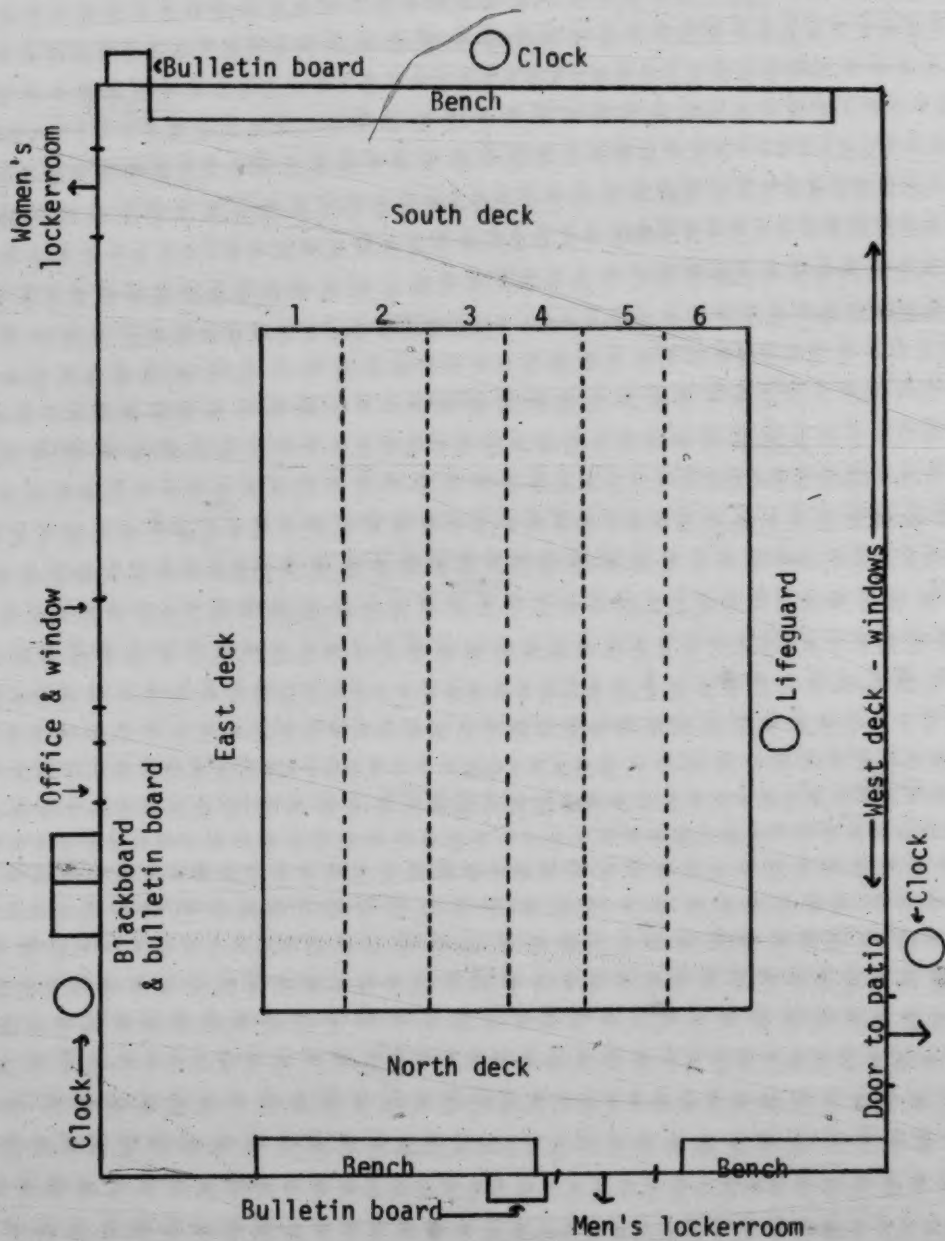
East pool
West pool
Avenue
Street
A
B
C
D
E
G
J
K
L
M
N
R
S
T
U
W
X
Z

through a network of major arteries and linking bridges. One of the major arteries runs through the campus and leads to a bustling business section of the city on the south side of the river. A busy on-campus City Bus Depot increases the accessibility of the University campus from all parts of the city, thus, further creating the opportunity for a greater exchange of ideas and use of facilities by the wider community. The fact that one of the major provincial cultural buildings is located on campus further enhances the quantity and quality of the contacts and encounters between the University community and the outside community.

The Physical Plant

To meet the recreational needs of the 20,000 plus students and the instructional and research needs of one of the largest physical education and recreation faculties in Canada, Varsity provides [reasonably adequate] athletic facilities. The swimming program benefits from the use of two pools, one in the East building and one in the West building. For our purposes a map, Figure 1, is presented of the campus, locating for the reader the site of the Physical Education and Athletics complex and a second map, Figure 2, featuring the East pool where the University Men's Swim Team practise daily between the hours of five and seven o'clock in the evenings. (During the second semester, the practice hours on Mondays, Wednesdays and Fridays changed to five-thirty to seven-thirty P.M.)

The East pool is 25 yards long, shallow throughout and built seven years ago specifically for teaching swimming, not for coaching swim teams. The pool area has no spectator facilities and is accessible only from the men's and women's lockerrooms respectively, except



Bulletin board
Clock
Bench
Women's lockerroom
South deck
1
2
3
4
5
6
Office & window
East deck
Lifeguard
West deck - windows
Blackboard & bulletin board
Clock
Clock
Door to patio
North deck
Bench
Bench
Bulletin board
Men's lockerroom

FIGURE 2-2

A SCHEMATIC DIAGRAM OF THE EAST POOL

for one emergency door on the west side which leads directly to an outdoor patio. As can be seen in Figure 2, the East pool features all the usual required safety equipment and provides the essential coaching aids such as kickboards, lane ropes, backstroke flags, pool buoys (borrowed from the City swim club), three large time clocks appropriately affixed to the walls, and a blackboard. Two of the three bulletin boards are used as information boards for the swim team. One other feature of the East pool is the completely windowed west wall. A large concrete walkway has been erected outdoors in front of these windows and leads into both the East and the West buildings. As well as serving as a primary pedestrian artery leading into the Athletics Complex, the elevated walkway serves as a spectator gallery for the pedestrians who frequently stop and rest their elbows on the huge ramp to watch the activity going on in the pool. In this way the large windows and the ramp combine to reveal the swim team activities to public scrutiny.

Undoubtedly, the physical structure of the venue influences to a great extent the behaviours of the actors: the coach and the swimmers. Thus, besides the large windows and the pedestrian walkway which combined to expose the swim team to the public's eye, the shallowness of the pool, for example, had considerable influence on the "cheating" behaviours of the swimmers. The performer could at any time touch bottom or stand up thus facilitating "cheating" behaviours such as "cutting off" or stopping when the swimmer felt tired or simply did not want to act out his part as directed by the coach.

Other features of the physical structure which influenced performance included: the great amount of waves due to the shallowness of the pool (most swimmers abhorred the outside lanes because of the tremendous build-up of waves); the lane dividers proved to be a nuisance to the swimmers - two of the lane ropes were composed of a steel cable covered by 4 inch plastic cylinders, great for breaking the waves but time consuming to put in because a wrench was required to affix them to the pool wall. Furthermore, because many of the cylinders had been cracked or broken, many swimmers cut their hands on the jagged edges. After a few weeks, the coach had the swimmers use only the nylon lane ropes. The lane ropes, of course, were also potential sources of "cheating" behaviours for swimmers, who were so minded, as some of them used the ropes to pull themselves along.

The fact that the pool was 25 yards and that most of the major swim meets were held in 25 or 50 metre pools had some probable influence on the performance of the swimmers. Unfortunately, the author can only surmise that an influence existed but it is offered here as a possible factor which may prove to be a very important consideration in training a swim team in the future.

Another important aspect of the physical setting is the temperature of the water and of the air in the pool area. On several occasions the practice session was disrupted because of the cold water temperature and the whole scene had to be moved to the West pool where the temperature of the water was always a comfortable swimming temperature (around 80°F). The cold water hampers the swimmer's performance to a great extent because he must be continually moving in order to stay warm. The five to fifteen second rest intervals interspersed within the practice session hindered attempts to stay warm. Water temperature became an even greater consideration in light of the coach's practice of giving frequent five or six minute "talks" during the course of the practice. In cold water such extended standing was unbearable for many of the swimmers.

The East pool deck area usually had a very comfortable air temperature conducive to coaching and teaching. In contrast, the West pool had a very warm air temperature as well as a most comfortable water temperature. From a coaching point of view, the coach preferred the East pool, whereas for the participants, the West pool would have been preferable.

II. THE SOCIAL SITUATION

The Macro World of the Small World of Varsity Swimming

In order to fully appreciate the functions, expectations and interactions of the various social actors in Varsity swimming, it is necessary first to understand the structures and functions of Varsity as a typical Canadian university, and most importantly to appreciate the functions and organization of intercollegiate swimming within those overall university goals. To understand the meaning and importance of swimming, and the expectations and obligations accompanying the various swimming roles and subroles, it is vital to appreciate where the sport fits in within this larger purpose of Varsity. Any realistic assessment of what university swimming could or should be within the larger Canadian elite swimming system must begin with a description of where it fits within the larger role of the university in Canadian life. An understanding of this macroenvironment allows an appreciation of the priority that swimming is assigned amongst many demands competing in the overall lives of the various actors within the microenvironment itself.

Similarly, in order to more fully grasp the meaning of the coaching interaction, it is imperative to understand the cultural context of the social-organizational situation in which the behaviours occur. The social climate which pervaded the whole scene is extremely important to one's comprehension of the social interactions which transpired in the pool area. To establish this understanding of the social fabric of the situation, the setting and subsettings will be described from the perspectives of a variety of actors in that situation.

The University Academic Community

Varsity, like most provincially funded Canadian universities, fosters the prevalent modern-day academic institutional goals of research, teaching and community service. The 1976-77 Prospective Students' Handbook states:

> A university is an institution of learning of the highest orders. Its primary goals - and those of [Varsity] - are discovery and dissemination of truth: through teaching and research, cultural and extra-curricular activities, group and personal relationships, (p.1).

Whether these high-order goals filter down to the grass roots departments of the institution is a contemporary issue in most Canadian universities. Presently it has a great deal of relevance to university physical education and particularly to athletics and coaching. Whether or not athletics belong in an academic institution as part of the discipline-oriented physical education is the critical issue. Despite the 1974 Matthews Report entitled "Athletics in Canadian Universities" emphasizing that athletics is and should be an important part of the discipline of physical education, many university athletics divisions have left or been forced out from under the physical education umbrella.

At Varsity this is not the case. Athletics maintain a coveted position as an important department under the leadership of the Dean of Physical Education and Recreation. The Department of Athletics, though it maintains its service role to the University Community, has an excellent rapport with the Department of Physical Education. Most members of the Department of Athletics have academic responsibility within the Department of Physical Education. The chairmen of both departments, Physical Education and Athletics, share the same basic philosophy regarding the link between physical education and athletics. In an interview, the chairman of athletics stated:

> My own philosophy has always been that sport is part and parcel of Physical Education. We are the lab; we are the showpiece for the Department of Physical Education. We have been successful over the years because of our close relationship with the faculty.

The chairman of the Physical Education department reiterated and endorsed the exact same philosophy in a later interview. Because of the shared philosophy, a member of the Department of Athletics, one of four departments, has an ascribed academic status. Thus, most coaches both "coach" and "teach" physical education subjects.

Each intercollegiate sport under the auspices of the Department of Athletics operates within this framework of goodwill, trust and compromise, wherein an individual is hired jointly by the Department of Physical Education and the Department of Athletics to coach and/or teach. Thus, our master coach, besides being responsible for the coaching of the men's swimming team for the Department of Athletics, also taught the introductory and advanced swimming courses for the Department of Physical Education.

Varsity Swimming

The swimming program at Varsity was at somewhat of a crossroads situation in the fall of 1976. The results of the past season (1975-76) had played but a small part in the department's serious consideration to eliminate competitive swimming for the 1976-77 season. The chain of events leading the department to the brink of this decision included: (1) the departure of and the lack of a replacement coach for the men's swim team; (2) the men's team had apparently cast a shadow over the name of the University through a misdemeanor at the Conference Finals and this had led to admonishment of the team and a one year suspension of three of its members; (3) the lack of funds essential to making the University swim program a viable and an attractive part of the athletics program; and (4) the combination of a lack of financial resources and a lack of coaching expertise preventing the University team from competing on a par with the local age-class and club swimmers. The feeling was that the University competitive swim program was not filling a need and that the "clubs were taking all the good university swimmers and providing a place for them to swim". In this, Varsity was not in a unique situation for many universities have felt the pressure of swim club competition. Many have been forced to evaluate the function of their programs.

Despite all these shortcomings, the alternative decision to make swimming prominent at Varsity was adopted. In the aftermath of the Olympics, Roger Jackson, head of Sport Canada, in speaking at a C.I.A.U.

meeting had said that they were concerned about losing good coaches from the Canadian ranks now that the game plans were concluded. Because of this they (Sport Canada) would support financially any university who was prepared to hire one of these coaches into their own program and still make them available to amateur sport in Canada.

Varsity, in light of this offer by Sport Canada, decided that they would maintain their competitive swim program providing they could hire the proper coach - one of international calibre - and providing that they could get the financial assistance not only to develop the coaching but the program itself. [The chairman was alluding to the fact that development of the program meant good competition and that good competition meant travelling great distances in Canada and to the United States].

The deciding factor was the availability of an international calibre coach. One of the local clubs had a national coach, rated internationally and in the words of the chairman "a top-flight coach". Mervyn was quite familiar with the local swimming scene and also interested in a university position as well as furthering his own education.

The University-Swim Club Interface

Of course, the department faced the problem of a lack of funds for a permanent staff position. Thus, the next step was to discover a way of financing this venture allowing Mervyn to take courses, and still be involved in the club scene. In a meeting with the local swim club, the chairman discussed the problem and it was mutually agreed that Mervyn would be hired on a joint contract. (Mervyn, of course, was included in the discussion). The University and the club would share Mervyn's salaried compensation and he would be accountable to both administrations. They mutually agreed upon a formula that allocated proportionately his time to the university program during the academic year and the local club program in the off-academic year. But he would be involved with and responsible for both programs twelve months of the year.

As a result, Mervyn was hired for a one year period with the hopes that it would lead to a permanent University appointment that would still permit him to be associated with the club. To facilitate his continued association with the local club, a program was instituted at the University (mornings) whereby Mervyn trained his better club swimmers. For his best club swimmers, this extended into the evening session when the University swim team practised.

The pact appeared advantageous to all three parties; the University Athletics Department, the local swim club and the coach. The Department obtained their top-flight coach; the swim club obtained financial assistance to pay for their professional coach, as well as obtaining prime time for the top swim club members at the University; the coach could now handle both coaching jobs at the same time and could pursue his studies at the University.

The resultant of all these intricate negotiations and arrangements was one interacting response to the calls by Sport Canada (Jackson, 1976) and others for the universities to play a stronger role in elite coach and athlete development. Varsity had gained its Master Coach at modest cost to itself. The stage of Varsity swimming was set for Master Coach and Canadian university athlete to begin an interesting elite sport system experiment. Played out against the social backdrop of this experimental solution to the Canadian elite sport dilemma, a very vital drama featuring a proven international calibre master coach, the Varsity swimmer and an evolving Varsity swim team.

The Varsity Swim Team iself was comprised of eighteen swimmers which met for daily practices in the East Pool. The composition and characteristics of the university swimmers is given in detail in Chapter IV. It is important here, however, to elaborate briefly on the makeup of that part of the City Club which attended the Varsity workouts.

City Swim Club

As indicated above, one of the results of the complex coaching role negotiated for the Master Coach was the presence of a number of Club swimmers at Varsity practices. The actual number of Club swimmers fluctuated throughout the season, but at any given Varsity practice, at least seven were present. When the Varsity swimmers' attendance declined, Mervyn brought in a few more of his young Club swimmers to participate in the Varsity training session. These swimmers ranged in age from eleven years to twenty years, and were considered the top Club swimmers in their age group. Generally, four or five of the swimmers were senior girls. With the exception of the twenty year old who worked at a local store, the majority of swimmers attended high school. All of them attended the morning swimming session at the Varsity pool.

Their presence at the Varsity training sessions can be attributed to two factors, both related to Mervyn's dual coaching role. First, the Club had invested a great deal of money to obtain Mervyn's professional expertise for their most promising swimmers, and therefore insisted that these swimmers continue to benefit from Mervyn's coaching. The only way to assure that was to have the top swimmers participate in the Varsity practice. Secondly, Mervyn, like many good coaches, was not willing to entrust his prize athletes to another person's coaching. He had groomed some of these swimmers for the past two years and a few appeared to have the potential to make it on the national scene. One senior Club swimmer had participated in the 1976 Olympic Games in Montreal and was gaining prominence as a very promising backstroke swimmer. Obviously, Mervyn wanted to maintain close supervision of all their training sessions.

Thus, it becomes apparent that some of these swimmers, particularly the top senior swimmers, had no difficulty fitting in with the men's Varsity swim team. Their influence had to be considered positive at that point in time. However, the younger Club swimmer's presence had different overtones because of the possibility of his impeding the progress of the faster swimmer or of embarrassing the mediocre Varsity swimmer who was swimming in the same lane. Mervyn attempted to guard against these problems by carefully "structuring" the training sessions; he assigned swimmers to lanes according to his assessment of their skills. Furthermore, his "regimented wave" style of conducting training sessions tended to minimize possible negative effects of the Club swimmers. Finally, good behaviour and the ability and willingness to work hard were criteria to be met if the Club swimmer wanted to earn the privelege of participating in the Varsity training sessions.

The Coach's original thought was that the Varsity swimmers would act as good models for his Club swimmers. However, as we shall see in subsequent chapters, it did not work out quite the way he had hoped it would.

The Feminine Touch

Another interesting aspect of the situation was the presence of the female competitive swimmers at every practice. In the swim club situation, it is normal procedure to have males and females of the various age groups practising together in the same pool and often in the same lane, under the one head coach. On the other hand, the University swim teams followed a different procedure: the men practiced in the East Pool whereas the women practiced in the West Pool. Each team had their own swim coach.

The 1976-77 season was to be no exception: the women were assigned to the West Pool with their coach and the men were allocated to the East Pool. But, with Mervyn as the new men's coach, the existing sex barrier was broken down because some of his best Club swimmers were girls and they were selected to attend the men's practice sessions.

Of interest also is the presence during the men's practice sessions of two members of the women's University swim team. Both were attending the men's sessions but for different reasons. One had been a top senior swimmer for the past two years with the local swim club where Mervyn was head coach. Now in her first year of university, she preferred to continue working with him since she felt he knew her and her swimming skills quite well. Furthermore, she felt that adjusting to a new coach, particularly a female coach, might prove difficult at this stage of her swimming development. At any rate, she would train with the men's team but compete for the University women's team.

The other swimmer from the women's University team attended primarily the morning Club sessions in the East Pool although she was present at some of the evening sessions as well. She had been a member of the women's team the past year where, in Mervyn's words, "she had been the bane of the team" because of her slow swimming speed. She asked Mervyn if he would permit her to train under his guidance. The Coach was quite certain she would not make the women's team this year, but if she were willing to come to the early morning sessions, then he would surely help her achieve whatever swimming goal she set for herself.

The Varsity Swim Scene

Thus, the stage was set, the performers ready. To the curious observer, looking in through the huge windows of the East Pool, the same scene unfolded daily at five-thirty in the evening - only the number of performers varied over the season. The first official practice session revealed the following scene: a pool alive with thirty bodies in almost continuous motion; a deck with five people milling around, some taking times, others observing, one giving directions to the swimmers, and one casually observing the scene usually from his lifeguard perch; and the north end deck littered with kickboards, pool buoys, hand paddles and large rubber bands.

Had the passing observer been able to hear the sounds emanating from the scene, he would have heard a loud continuous din of bodies moving through the water, the splash of waves breaking against the sides of the pool, the piercing intermittent shrill of the coach's whistle preceded by a "ready" and the frequent persistent ring of the pool office telephone summoning the lifeguard into hurried action.

Comment

This chapter has presented a description of the actual physical and social situation as it existed in the Varsity swimming setting. As well, the chapter provides insights into the "behind the scenes" events that helped to define that situation as the 1976-77 swimming season began. After reading this chapter one should have a fairly good perception of the actor's "work situation" and impinging social and physical environment both internal and external. The next two chapters turn to a description of the multiplicity of roles the actors play during their daily lives as coach, as swimmers, as total persons.

CHAPTER III

A DAY IN THE LIFE

It was cool and brisk and still dark at 5:25 A.M. as Mervyn drove into the University parking lot behind the East building. He quickly got out of the car, reached in and pulled out his club bag from the front seat, locked the door and proceeded with quick steps to the south entrance of the building. He exchanged "Good mornings" with the night janitor who guarded the door every morning (The janitor unlocked the door at 5:15 A.M. and then relocked the door at 5:45 A.M.). Mervyn continued down the stairs to the lockerroom where he stuffed his coat in an empty locker, changed from his street shoes to a pair of 'sneakers', and proceeded to the swimming pool. He deposited his club bag on the north end pool bench and went directly to the chalk board on the east wall, wrote the warm-up on the board, turned and said, "Okay guys, let's get the lane ropes in and get started on the warm-up."

There was a bustling of activity as swimmers put the lane ropes in, others got the kickboards and the backstroke flags. Others were still sitting on the bench filling in their daily log books to hand in to the coach. Monday was the day each swimmer was required to hand in to the coach the past week's daily log. The coach spent part of the Monday morning session examining and writing personal comments in each log book.

The lifeguard walking through the throng of swimmers sent several back to the showerroom to take a shower before going into the pool. The swimmers obeyed reluctantly. The shower ritual had become a source of humour and a little game played by the swimmers. The swimmers began checking to see which lifeguard was on duty before coming on deck; if it was "Mr. Clean" they would turn on the shower and wet their hair and then enter the swimming area. If it was another lifeguard, then most swimmers came directly into the pool without showering. For the coach, the ritual became a source of frustration and aggravation whenever this particular individual was on duty. The Master coach felt that swimmers spent so much time in the water that they could not possibly be dirty. Furthermore, he refused to enforce the rule that all swimmers should shower before practice sessions because he felt that responsibility belonged to the lifeguard. Throughout the season, only this one lifeguard persisted in enforcing the shower rule.

The coach went over to Randy, a new Club swimmer, and placing his hand on the nape of his neck, directed him to lane #2. He asked him, "Do you know what to do?" The boy said, "Yes," and dove into the pool. Adjusting his goggles, he began immediately to swim the warm-up outlined on the board.

Jack, another Club swimmer, came over to the coach and asked, "Which lane should I go in?" The coach put his hand gently but firmly on his wet head and after a quick scrutiny of the pool, steered him to lane #3.

Mervyn returned to the blackboard and finished writing the session. The sixteen swimmers (usually there were twenty-two) went through the warm-up on their own.

Mervyn sat down on the bench next to Denny, the assistant coach at the morning sessions, and began examining and writing comments in the log books. Occasionally he glanced at the swimmers. Coach said, "Clarissa didn't show up this morning. She has all the pool buoys with her."

The coach continued his examination of log books.

Scott from lane #6 shouted: "Coach, can you get the clock started?"

Denny jumped up on the bench and plugged in the clock.

A few minutes later, Larry climbed out of the pool and went to the exit door and opened it to permit Clarissa to enter. She came in with all the pool buoys tied on a string and with a broad smile deposited them on the deck beside the coach and then proceeded to the women's lockerroom to change into her swimsuit. The coach merely nodded his head to acknowledge receipt of the pool buoys and continued examining the log books.

She appeared minutes later in her swimsuit and as she passed the lifeguard, "Mr. Clean", Denny said: "He'll probably send her back for a shower."

The lifeguard said nothing, just smiled at her. As she approached the coach, he looked up at her and said, "Where is your log book?"

Clarissa replied, "I forgot it."

The coach snapped back, "You have forgotten it for the past five weeks!"

She made no reply and with the smile gone from her face, she went to lane #5, stuffed her hair into her bathing cap and jumped into the pool to pick up the "warm-up" at that point.

The coach finished checking the log books. He got up and standing at the north end of the pool, he blew his whistle to summon the swimmers to that end of the pool. He beckoned to Jack and sent him to lane #2.

"Okay! - alright! These four lanes," indicating lanes 3, 4, 5 and 6 with a sweep of his hand, "will do the 12 X (4 X 25) on 90. Work on technique! Go every 5 second. You guys," pointing at lanes 1 and 2, "will do 10 X (4 X 25) on 1 3/4 ten seconds apart. On the 60! Ready .... GO!"

Mervyn walked around to the west side of the pool and coached swimmers in lane #6 for a few minutes. He then walked back to the blackboard and added (4 X 500). He proceeded to walk up and down the east side of the pool, shouting instructions at various swimmers as they finished their 100's.

"Use your legs, Jenny!"

"Alright, Randy, that's not bad, hang in there!"

The coach continued walking, stopping occasionally at the north end of the pool to talk to swimmers.

"Okay, Jenny?" She nodded her head affirmatively.

"That's it, Randy. Always think of something; hang on to a little bit of technique." Randy had no time to react as his ten seconds were up and he had to start another (4 X 25) lap.

Mervyn ambled over to the west side of the pool and chatted amicably with the assistant coach. Every once in a while he yelled, "Go" to get the swimmers started on their 100's.

When that piece of work ended, the coach returned to the north end of the pool and gesticulating with his hands he said, "Okay.... Ben, you move over to this lane. Johnny, to that lane. These lanes (4 and 5) - you do (4 X 500). The other guys, you do (5 X 400). Don't do them so fast that the technique is all but forgotten. Larry, think of technique! Okay! Ready.... GO!"

Walking over to the bench he took a watch out and came back to lane #5 to time Clarissa. To Denny he said, "I guess you can see the change in the session, we are now in a new phase of work." Denny nodded agreement.

He checked Clarissa's time as she made her turn in front of him. "She is not swimming well! I 'sat' on her yesterday and I'll do it for the rest of the week. If we can get her through this rough period she'll probably be alright." The coach explained her social background .... broken home .... father ran off ....mother spoiled them to compensate. He concluded with, "Clarissa is the ultimate attention-seeker."

"Hey, c'mon, Clarissa, what are you doing?" She had paused at the north end of the pool in the middle of performing her 500 yard swim. When she had resumed her swimming, Mervyn continued his conversation with the researcher.

"I sat on Larry last week! Today he is putting in a good session."

The coach walked over to the west side of the pool. Walking along the edge he kept pace with Clarissa, urging her with a vigorous arm motion and shouting, "C'mon, girl, move - use your legs."

Denny turned to the researcher and said, "Boy, he is riding Clarissa pretty hard! I wonder why they take it. I wouldn't take all that abuse. It's a wonder she has not blown up and told him to forget it. I guess it shows just how badly they want to swim."

The coach blew his whistle. "Okay, you have a 400 swim down - 200 backstroke and 200 breaststroke."

He went over to Larry and said, "Good session, Larry! It is going to get harder. I'm telling you so you can expect and prepare yourself for tonight's session."

Larry maintained his usual tacit expression and sprang off the wall to start his warm-down.

To Denny, Mervyn said, "Randy is hanging in there. It is tough but he is determined to complete the session."

By 7:10 A.M. most of the swimmers were filing out of the pool after putting away the equipment - lane ropes, pool buoys, kickboards and backstroke flags. The swimmers picked up their log books on their way out.

Mervyn picked up his club bag and went to the lockerroom where he changed into his street shoes, pulled his jacket out of the locker and went upstairs to his office in the West building. After depositing his club bag in the office, he crossed the street to the Student Union Building to have breakfast in the cafeteria. After picking up a coffee and a Danish, he sat down at a table where Denny and his wife were having their breakfast. Denny introduced his wife and for the rest of their stay the conversation revolved around their personal life as students in the Commerce faculty. Both soon departed for early morning classes.

Mervyn and the researcher continued their breakfast. He was very perturbed over the poor attendance of some of his University swimmers.

"What am I going to do with those guys? Without them we will not have a very good team. Yet, if I keep them on the team by giving in to their wishes, I'll be breaking my promise to the rest of the guys. These other guys, like Fred and Hank, they are totally committed. They work hard and attend regularly. They are the guys who really deserve to go to Vegas, but they are also the guys who would give us the least amount of prestige. They are hard-working swimmers, but they are not very good swimmers - not anywhere's near the calibre of these other guys. They are just not in the same league.

I'm sure that these guys don't realize that Vegas could be a large feather in their caps; we could put Varsity swimming on the map. The trip has materialized because of my name, my reputation, certainly not because of the University swim program. Thus, if I take a mediocre team it is my reputation that will suffer the most. If we were to do well in Vegas, it would really set things up for next year's program. We would get invitations from other American universities with top-notch swim programs.

Well, it's really too bad that our best swimmers are not committed, but I won't change my mind. I made a promise that the guys who are totally committed and attend regularly would go to Vegas. Perhaps I should have a meeting tonight and obtain a commitment from all the swimmers. What do you think?"

Grinning, the researcher replied, "As you know, Mervyn, you are putting me on the spot. As a researcher, I don't want to influence your decisions in any way. I will merely point out that in the past you have had difficulty reaching all the swimmers. How are you going to communicate to them that there is a meeting tonight?"

"I reckon that the manager will have to do his best to reach them by phone and tell them about the meeting. Well, I guess it is time to go back to the office."

We deposited our trays on the cafeteria racks and went back to his office in the West building. He sat down and looked over some mail and began sorting it and other notices to place in his filing cabinet. Mervyn's filing was interrupted by a telephone call from his wife. Twenty minutes later he resumed his filing chores. His office work at this time of morning pertained to his club responsibilities. He allocated 8:30 A.M. to 10:30 A.M. daily to the club administrative duties and from 10:30 A.M. to 12:00 P.M. to the administration of the University swim team responsibilities. He typed out an answer to one of the letters before filing it and then typed out a notice to go out to the parents of the Club swimmers.

Mervyn left the office briefly to attend to personal needs and returned with the Track and Field coach. He went to his desk, picked up two starting pistols and returned them to the Track coach who thanked him and left.

The Master coach then took his notice to the Athletics photocopying room where he made several hundred copies. On returning to the office he phoned the Athletics office to find out if they had a paper cutter. The Physical Education Department had a paper cutter but the Athletics Department did not possess one. Deciding it would take too long to cut them by hand, he phoned the University printing shop to see if they could cut them for him immediately. They agreed, so Mervyn put on his overcoat and went to the printing shop. He waited while they quickly cut the sheets into four sections. The workers suggested that if he left by the back door he would not be charged for the "cutting" job. Mervyn departed by the back door.

In the office, the coach returned to straightening out his files. A good deal of time was spent in light banter with his office colleague.

Just as his office colleague was leaving, Helen, a fellow graduate student who came frequently to help out at the evening swim sessions, entered his office and asked Mervyn about the arm recovery in the front crawl.

"Well, there are different schools of thought on the subject, but I advocate the bent arm recovery with the elbow high." Mervyn demonstrated as he described the technique. Taking her by the arm, he directed it through the movement as he had described it.

"Thanks, Mervyn. Some of the 207 kids said that you pushed the straight arm recovery."

"No, this is the method I teach my class."

Helen left the office as she yelled, "See you later in class!"

Mervyn returned to his desk and continued his office work (writing, filing, typing etc.) until 11:50 A.M. At that time he gathered a pen and pad from the desk and headed over to the East building for a graduate seminar which started at 12:00 noon.

During the class Mervyn took down notes and said nothing. The

Monday seminar was usually a lecture given by the professor and also the day when the weekly essay topic was announced.

He interacted with the professor for a few minutes after class and then casually walked back to his office, dropped off his pad and pen and proceeded to the cafeteria in Academic Hall, adjoining the West building.

At 1:45 P.M. the coach was back in his office. He changed into a pair of shorts, a golf shirt and a pair of sneakers. He walked over to the West Pool to instruct his swimming class from 2:00 P.M. until 2:50 P.M. Today his co-teacher, Mabel, was teaching synchronized swimming movements to the group. Mervyn simply assisted by re-emphasizing her instructions and urging the men to try the movements. There was a lot of laughter in this class as the more muscular men sank, attempting to do the movements.

After the class Mervyn engaged in some banter with several of the students before returning to his office at 3:05 P.M.

Mabel, the co-teacher, came in a few minutes later. She and Mervyn spent the next hour and a half setting the final written examination for their swimming class.

After Mabel's departure, the coach began planning the evening swimming session. At that moment, Len, one of the Varsity swimmers appeared in the doorway and knocked on the door. Mervyn looked up, "Hi, Len, did you want to see me?"

Len had a very serious and determined look on his face but he spoke very timidly: "Yes, I'd like to speak to you for a few minutes."

He looked at Mervyn, then at the researcher and said,"I hope

I'm not interrupting something important." From his tone of voice and Mervyn's expression, it was evident that a private conversation was in order so the researcher left the office. Mervyn said, "I'll see you down at the pool."

Mervyn had indicated a great deal of concern over the fact that he had to share an office with someone else. He felt that coaching involved a great deal of counselling and the presence of another person made that job rather awkward and difficult particularly from the athlete's perspective. The arrangement provided little or no confidentiality.

A few minutes after 5:00 P.M. the coach appeared on the pool deck. He deposited his club bag on the bench and walked over to the blackboard and wrote:

500 loosen
500 kick

Turning to the swimmers he said, "Okay guys, let's get going on the warm-up. It's a short practice tonight. I want to meet with the University guys at the end of the session."

The swimmers jumped in and immediately began swimming the warm-up.

Mervyn returned to the board and finished writing out the practice session.

20 X 50 on 45 as Reduce 1-5 Breathe 3,5,7,5
5 X 100 on 80
5 X 100 on 70
10 X 50 on 40 Reduce 1-5 Breathe 5,7

10 X 50 on 45   choice
10 X 50 on 50   choice
500 swim down

The coach was not his usual ebullient self but presented a rather sombre, unhappy and distressed appearance. He walked over to the west side of the pool and stood at the ladder "reading the water". But his mind was obviously not on the immediate scene before him because he said to the researcher, "Len has quit; his shoulder is in bad shape, so he says. I believe that that is only part of the reason. I think his girlfriend has a lot to do with his decision. Well, that makes it five not going to Vegas. With the Carters and the Jones not going, and now Len, we are not going to be too spectacular in Vegas. Those guys are only thinking of themselves! They are letting the team down and they're letting me down. They are self-centred. Larry, are you finished?"

Larry, who was standing at the end of the pool, nodded his head affirmatively.

Mervyn blew his whistle. "Finish up guys," he shouted.

He moved over to the north deck and said nothing until all the swimmers had completed that particular lap of the "kick work".

"Okay, guys, we are going to do 50's on 45. Reduce 1 to 5. Breathe every 3, 5, 7, and 5 on successive sets. This is hypoxic work; set your target and reduce your time in each successive lap. On the 60, five seconds apart! Go on the whistle. Don't leave early. Five seconds .... ready ......" Mervyn blew his whistle and the first wave started. He monitored the time on his watch carefully, blowing his whistle to start each wave of swimmers.

The pool was alive with almost continuous movement as the swimmers streaked through the water. The coach whistled one wave after another in sets of five. "Okay, now set your target time again and reduce 1 to 5, breathing every 5. Ready......" Again he whistled the starts.

Mervyn carried on that way until the twenty laps had been completed. The sound of his whistle was interspersed with a few comments such as, "You are supposed to reduce!" or "Breathe every 5."

Once that piece of work was finished, Mervyn gave the swimmers a short rest while he reorganized the lanes. "Johnny, move over to lane number one. Larry, come into this lane. Right! Okay! Work hard on these 100's. You get plenty of rest in between. On the 30 .... fifteen seconds apart ....ready...."

As the needle of the clock came to the 30 he blew his whistle and the first wave started off. Fifteen seconds later the whistle signalled another wave of swimmers to start and so on until the four waves of swimmers were actively performing.

Mervyn had the lifeguard record the times of each swimmer. Thus, as each swimmer finished his 100 yards he checked the clock and reported his individual time to Maureen. In the meantime, the Master coach sat on a chair in front of lane #5 and kept track of Clarissa's reported times.

"Sixty-four six - Clarissa, you can do better than that!"

Clarissa grimaced but said nothing. After her fifteen second rest she pushed off again.

"Sixty-four two - that's better, Clarissa! Now listen, you'll get a message at every rest. Don't drift in, go hard the last five yards! You get plenty of rest in between, so go hard! Right .... ready .... GO!"

Mervyn glanced periodically at the other swimmers but made very few comments. He devoted most of his attention to Clarissa.

"Sixty-three five! Okay, breathe every four. Do you read me, Clarissa? Every four!"

Clarissa again merely nodded her head as she caught her breath and adjusted her swim cap. She glanced at the clock, readied herself and sprang forward as Mervyn said, "Go!"

"Not bad, Larry!" Larry grimaced and said, "I'm tired." The coach quipped, "Well, get to bed at night!"

A few seconds later Clarissa came splashing in. Mervyn checked his watch. "Good, sixty-two five! Now, breathe only on the left side, Clarissa, the left side only."

Clarissa took off on her last 100 of this particular set. Mervyn timed her on his watch. He pulled himself forward on the edge of his chair as Clarissa came in to finish her lap.

"Sixty-three three .... alright .... now another set of 100's on 90. Go on the 60."

Clarissa watched the clock and as the needle came to the 60, she pushed off.

Mervyn turned to the researcher and said, "Once in a while you have to do that. That was quite a good set for her. Sometimes you have to sacrifice time from others to do this. You have to be fair about it and select different ones at different times, but it is often necessary to do that with some of these guys."

Clarissa finished her second 100, and Mervyn who had timed her said, "Sixty-three three, except for the first one of sixty-eight three. It's a much better set. I wonder what it would be like, Clarissa, if I weren't standing over you?"

Her eyes dropped and she said nothing. She glanced at the clock and started off again.

"Sixty-two one! That's quite good, Clarissa! Another two laps to go!"

The coach got up and went over to his manager who was timing the swimmers in lanes one and two and asked him if he had recorded in the log book this evening's session. Stan said that he hadn't because Maureen, the lifeguard, was using the log book to record the times of the swimmers but that he would do it right after this piece of work was finished.

Mervyn came back to lane five as Clarissa completed her last lap of 100. "What was that Clarissa?"

She glanced at the clock and said, "Sixty-three."

"Did you cut off?"

"No," she replied with an insulted look on her face.

Mervyn grinned and moved over to the blackboard where he outlined the next piece of work to all the swimmers. "On this next piece of work I want you to reduce one to five and breathe every five on the first five 50's and then every seven on the second five 50's. That's free style! Then we'll finish off with two sets of 10 X 50's your choice. Think! Think technique! Work hard! Okay, alright .... at the top .... lead swimmers ready ...."

He blew his whistle to signal the start of each wave of swimmers. For the next twenty minutes the pool was filled with the sounds of water splashing and the almost continuous noise of the coach's whistle.

At the end of this piece of work, the coach said, "Good, we'll leave it there! Get the lane ropes out! I want to meet with the University guys."

The Club swimmers, delighted with finishing early, helped to get the lane ropes out and then quickly exited from the pool area. The University swimmers sat down on the bench at the north end of the pool and waited for the coach to explain why he had called an emergency meeting.

After a short, private discussion with his manager, Mervyn moved over to a spot directly in front of his swimmers.

> A real rough day today. So I'll just take it as it comes. First of all, I'd like to assess the meet over the weekend, alright? Let's take the annual Varsity Relays first, alright? You did pretty well there! You won everything you were in, so as far as that is concerned, that is the very first time that that has happened, alright? City Club always takes you somewhere, but they failed to do that this time, you will have noticed. Okay, so, the thing is that you got through that pretty well. So, congratulations on that, that's a first! A first is always important, okay? The second thing was the dual meet; this was a no-no competition-wise, alright? Really, I want you to see how those kinds of competitions are no-no's. Both in terms of us swimming and beating C.U. in an embarrassing kind of way and equally, us receiving that kind of treatment which could be very likely, because sitting there reversing the roles on Friday night .. ..and it's when I was doing that little exercise that I got to really thinking! We didn't really act as a team on Friday night. But I got to thinking of the ideal situation. What we have got to have; we've got to have the pool filled, we've got to have a meet which is pretty significant to the whole campus. You know, in Britain they have Oxford and Cambridge; in the States they've got

Yale and Harvard, in Canada we have Varsity and .... okay? Somehow or other we've got to find that, okay? Really find it, pack that place and get the organ out of the ice arena. Can you imagine going to the Athletics Department and telling them, "Look, by the way, I want the organ out of the ice rink." In other words, it's the whole build-up of the thing that's important.

I looked around and I couldn't find my team! They were all with their girlfriends, lovey-doving it etc., etc. That's no way to be! You want to make a fast team change and a guy is out having a snook in the back there! I mean - doing 400 whatever it is, 200 back .... So, you know, these things are not all typically Canadian. It's like age groups all over again where the coach has to run around looking for the guys.

Okay, the team meets - a few people arrive late. I call an emergency meeting tonight and this is the best I can do. Anyway, glad you're all here, in spite of it. People are late. People aren't very prompt themselves, okay! You can't give me the reasons, but two guys I have no reasons why they weren't here. One of them I came down pretty heavy on. It's a pity! The other one I came down on like a ton of bricks; but, I didn't know it was the end of it. Okay, so, I think we ought to smarten up on this kind of thing. Therefore, we lead into these expectancies that we all talked about before. Just basically, I want you to attend a practice a day. Now, if you can't make a full two hours then agree with me like Bill has done, alright? It's an hour, it's an hour and a half, or you know, that's what I can get in. But you know what I don't like is guys missing. Neither do you. I don't think it's fair on you, I don't think it's fair on me, and I don't think it's fair on the whole kind of deal, alright? So I'm prepared to give you some leeway. Nobody has ever been told off for being late .... because it's on the presumption that you've really made great efforts to be here. So why should I bite at you?

However, if you are not here, that's a different kind of thing. Then I wonder why you aren't. Alright? That's the difference. This attendance is intolerable. Nothing to do with the team, okay? You are responsible. So I really think it is something that you've got to do very positive action on because it smatters of indifference. I can take bad swimming, I take good swimming but I cannot take indifference. If you are indifferent when there are guys who aren't indifferent think that, aren't here tonight. Okay? Then it defeats all purposes, and in the end, who's the loser? That's the unfortunate thing. It's like a vicious circle, right? That's the way some guys operate. They want minimum commitments, minimum work, maximum incentives and rewards - okay? Now let's not really stretch it out! Now, I know what was to be so far. I know how the thing has deteriorated a little bit over the past couple of years, but I want to say to you that we're at a point where we've got to get away from this self-individualistic approach. We've got to get away from it. It is not accepted in other circles. It is not accepted on other teams. So what makes the swim team different? Okay?

Now, I've given you some very important points there, that you are aware of, that I am now spelling out for the second time. I think that you'll appreciate that's what I'm having to do. I have high expectancies. That's why I accepted to come here. I never back off what I originally started. I never! Because if I do that then I degrade everything. You should have high expectancies too and if you back off, you degrade everything that is related to you personally. What I want is a solid commitment. I'd like to see that on a daily basis. If you can't make it on a daily basis, then okay, let me know in advance. If it can only be an hour, alright it's an hour! I'd rather see that hour, alright - then, well you know what I mean. I'd rather see that hour!

Okay, if I'm not making myself very clear, then forgive me. As I say, it's rather a bad day. No, what I see is a fluctuating by most people, probably want to be here , "Aw, but tonight I don't want to be here." No .... you're sitting on the fence - just sitting there crowing and making a noise and doing nothing! So as far as I'm concerned, if they were here tonight, I want everybody to stand up and say, "I'm committed." Because the final point I want to make, guys, is this: I'm going to a very important meeting on Wednesday. Skip, I'm going to give you the report. Alright? You can read it, pass it about. Basically what it suggests is that we really up coaching, if you like, within the university structure and really emphasize the swimming. If it's a half colour, a half blue, or if it's a minor sport or whatever you want to call it. Don't have it that way. It's Canada's best sport, bar none. How do we do that? Have to put more money into it. Where do we get more money from? Get the money from grants.

Now, there are two ways we grant. We can grant the swimmers directly or we can grant the program. Whichever way, if you're not of a high quality then at least the program can be granted. If you are of high quality, then you can be granted. Now, there are various categories for that. Now what I've done is, I've set Varsity as an ideal situation. Oh, how wrong I've been! Then I get letters back saying, "What a superb report, what an excellent idea." From Sport Canada, from the University body, from .... oh, I don't know! Okay? And .... come to a meeting - let's discuss it further - let's get on with it.

Here I go, I see guys after the weekend, there, and guys told me they don't really want to be committed. They want to go skiing; why can't we skip Vegas and make a skiing trip; why can't we do this; why can't we do that; this isn't good enough; and this and that! Ah! I get so depressed! I wonder what I'm doing!

So, I've got to go to this meeting tomorrow and I've got to say, "Ah well, sorry about this, it's all hopes. You know." Can you put yourself in my situation? Because I'm writing my content on some of you guys! Some of you guys know it. You have to be a part of it. I mentioned that in the beginning. I want your committed part. I want to say to you now, in fourteen guys, commit yourselves, alright, then I will build the team on you. It may not be a great team, but then we'll have to make certain adjustments accordingly. But if you can give me that commitment, then I'll do it! And I'll forget the other guys. Right? I'll forget them. If they can make a commitment - good! And we can handle them. But if they're not prepared to make a commitment, and you're not prepared to make a commitment, then let me know where I stand. At least I can go to Toronto and say, "Well, ah, you know I've got one good swimmer, three down the middle of the road, the rest are over the hill, down the hill, whatever! At least I know where I stand!

Next week I do the budget for next year's competition, alright? At least I'll know where I stand. Okay? I can say to all you guys, "Look, you're going to Vegas, all of you, because I'll take every guy that commits himself."

I don't know where I stand. You're not giving me an awful lot of feedback - not as a team. So really, this is a point that I want to make. Alright! I've given it to you very clear. I want you to commit youself. It doesn't have to be a great commitment; it can be an individual commitment. In making that commitment I want to see you stick with it. Work! So we can work together; so you can work with one another; so we can get out of this vicious circle, selfishness, and individualism, which is just totally against team cohesion.

On your part, I want you to realize that we are trying to build a team, we're trying to build a program, I'm trying to get you fit, I'm trying to get you some kind of reputation! You're the start of it. Okay guys? That's what I am trying to do. If you want to come with me, then say here and now, "I'll do it. I'll make the effort." Right, and we'll do whatever we can get out of it as a team and as individuals. If you don't, and if you can't make a commitment then I would rather that you say, "Coach, I can't do it!" Then at least I can tell what I've got - five with me, the others aren't there! Or I've got ten with me, or I've got fifteen with me, or whatever! Do I make myself clear? Do you want to commit yourself now?

Right! Darren? ["I can't be here every day for two hours."] But we've agreed, and you can make it up, right Darren? ["Right."] You can make it up.

Bill, you want to commit yourself? ["Sure."]

Sam? [Nodded yes] Right! Now guys, I'm asking you to commit yourself, but you're not only committing yourself to me, you are committing yourself to one another. That is one of the ways to get the best kind of performance, especially in the relays!

Reg, made a lot of progress - you're beginning to look like a swimmer. When you first walked in there, you were like this .... you're walking around like this now, like a swimmer. Do you want to make a commitment? ["Yes."] Right!

Ned? .... Jake? .... You've done a great job, Jake .... alright!

I'm sure you want to make a commitment. Tell me you want to make a commitment! Right!

What about you, Tim? Good! Right!

Erik, again - you've made a lot of progress. Want to stand up and say, "I'll do it?" Okay. Yeah! Right!

Skip? ["Yeah."] I'm going to give you something else, Skip.

Okay, now we come to problem number one, problem number one. A guy with a lot of talent! Now, are you going to commit yourself to this team and try? ["Yeah."] You are! Good man! Right! Now that's what I want! At least we can go hand in hand. We may fall in the ditch together but at least we're hanging in there.

Okay, now don't make it that I have to back off it. I'd like to build a team of guys with guys who are committed. I cannot build a team with guys who sit on the fence. Okay? Alright! Thanks for your time ....

Right! Listen - I won't be here tomorrow. Stan will take the practice. I won't be here on Wednesday either.

Okay, I'll see you Thursday next. Stan will run your practice for you. Uh .... we'll be easing off for a little bit, that's why I kind of rounded things off a bit. I wanted you to get a little bit of pain tolerance, all these kinds of things stressed together! Some of you have managed to do that! Now you should try and pick up! Okay, any questions? Is there anything you want to throw out at me? ["Why are we easing off?"]

Well, oh, by easing off - let me just explain that. I don't really mean easing off. We are going to try to turn over to another type of work which is just a little bit more specific. Alright? What we've been doing is we've been going general-endurance, you won't notice this, and then endurance-general. Now we are going to go endurance-specific. Then we will go .... specific means related directly to your own stroke - then we will revert to specific-endurance, then specific-speed, speed-endurance, speed-endurance - speed. That will be March - speed. Okay? There is an overall plan. Okay? We are now moving into a different kind of phase. Now, when I do that, I like to just break it down a little bit before we start off again - okay?

Alright guys, is everybody clear? Okay, thanks for coming out and thanks for listening to me. Okay? Alright.

The meeting over, the swimmers quickly exited to the showerroom. Mervyn had a short conversation with Skip regarding the upcoming pentathlon event. Skip was the only entry from the University.

The coach headed up to his office in the West building, changed into his street clothes, picked up his brief case and went to the car-park to get his automobile. By seven forty-five, the Coach was on his way to the City swimming club to attend an eight o'clock meeting of the general membership. As Head Coach of the club, he was heavily involved in these meetings. These monthly meetings were held to inform parents about club matters such as up-coming meets, results of the last meet, swimmer progress reports and organization of the next local meet. Mervyn, of course, figured prominently in these matters.

Fortunately, the meeting was relatively short on this particular night and Mervyn was home at 10:00 P.M. The children had been put to bed many hours ago and only his wife, Joan, was up to greet him. After a bite to eat, Mervyn relaxed and talked for a few minutes with Joan. By 10:30 P.M. he was in bed. It had been a very long, tiring day and it would start all over again the following day at 4:45 A.M.

A Day in the Life of a University Student-Swimmer

The loud, grating noise of the alarm clock brought Geoff back to consciousness with a start. He shut off the alarm. The clock indicated 5:15 A.M. Oh, to be able to sleep another few hours .... one has to be out of his mind to get up to go swimming at this time of morning!

Geoff shook the cobwebs out of his head, rubbed his eyes and got out of bed. He quickly dressed, put on his winter outer garments, grabbed his log book, hurried down the long residence tunnels and out the main doors. It was late November and pitch black outside at 5:30 A.M.

Geoff walked briskly, almost running, to keep warm in spite of the biting cold, but also to get into the East building before they relocked the doors.

He smiled at the janitor as he walked in and then hurried down the stairs to the lockerroom. He changed into his swimsuit, stuffed his clothes into a locker and stood under a warm shower for a few minutes before entering the pool area.

The pool deck was already bustling with activities: lane ropes were being put in place; other swimmers were getting the kickboards and the backstroke flags; and still others were sitting on the bench writing in their log books. The coach was busy writing on the blackboard.

Geoff deposited his log book on the pile of books on the bench and went over to help Ben with the lane rope #5 which was a little short and required hard pulling in order to hook it in. He was kneeling, pulling in the rope with Ben when Jack came over and putting his foot on his backside, pushed him into the water. When Geoff resurfaced he grinned and said to Jack, "One of these days you'll get yours!" Jack laughed loudly. Geoff made no attempt to come out; he waded over to help Ben hook the rope in as the coach shouted, "Okay guys, let's get that lane rope in and get started on the warm-up."

After adjusting his swim goggles, Geoff started his warm-up in lane #1. His usual lane companions, Rosie and Rick, were already started. Since the first 1000 yards of the warm-up called for continuous swimming, Geoff had no time for interacting with his lane companions. Once he had finished the 1000 yards, Geoff reached over the edge of the pool and grasped a kickboard to begin the second part of the warm-up - 5 X 100 KICK, own choice, on 2 1/4 minutes. This piece of work placed a lot of stress on Geoff as he performed it. He knew his legs needed to be strengthened so he worked hard at performing it. By the fifth set he was struggling extremely hard but he was determined to complete it. Just as he finished, the coach blew his whistle and called for their attention. Geoff wearily threw the kickboard up on deck and caught his breath while the coach outlined the next piece of work. He listened attentively while the coach spoke:

> Okay, don't be careless when you work because you are making it much harder for yourself later on .... Okay, this morning we'll do 6 X 500's on technique. Start with 50 easy, then 100 medium, then 100 hard. Do it twice and that's 500. Easy means a nice and easy stroke. Okay, ready .... go!

Geoff was lead off man so he prepared to push off the wall and as Mervyn said, "Go!" he sprang forward on his first 50 easy. Again it was continuous swimming and Geoff did not interact with his lane companions even during the one minute rest period allotted between sets. He used that precious time for catching his breath. Geoff was not a top swimmer. His competitive swimming experience had been limited to summer training camps and therefore he lacked the club training base that most swimmers his age had reached. He realized that he had a considerable amount of catching up to do but he was determined to make the Varsity team. This was also the reason why he attended both the morning and evening training sessions. He was also very conscious of the fact that Mervyn was aware of his skill level but also of his willingness to work hard to achieve his ambition. His skill level had placed him in lane #1 with the less skilled club swimmers and this was why he had a reduced work load on this particular day. But it was still early in the season and he was confident that his hard work would pay off.

As Geoff came in for his rest after the second set of 500, the coach asked, "How is it, Geoff?" Geoff grinned and replied, "Good, it's coming."

A few seconds later he pushed off the wall to start the third set of 500's. By the fourth and final set he was beginning to feel tired but managed to finish it. He welcomed the short rest before the next piece of work was announced by the coach.

Seconds later, the coach's voice drew his attention:

> Okay guys, now we'll work on technique. Think! Think of what you are doing. Think technique. When you get to the other end, move out of the way of the next guy. On the 60, every five seconds. Wait for the whistle.

Again Geoff was lead-off man so he prepared to push off as the second hand on the huge clock neared the 60 mark. At the sharp blast of Mervyn's whistle, he sprang forward. At the other end of the pool he rested, breathing hard. He listened as the coach gave a few general criticisms. And again he sprang into action as the whistle blew. He concentrated on what he was doing, trying to apply Mervyn's criticisms to his stroke technique.

After completing the ten 25's, Geoff was tired and was happy to hear the coach announce, "Okay guys, we'll leave it there. Five hundred swim down!"

Geoff warmed down by doing his five hundred yards with a leisurely but continuous swim. The soreness was gradually easing off.

Following the swim down, Geoff removed one of the lane ropes, coiled it and hung it up on a peg on the east wall of the pool. It was 7:10 A.M. He walked briskly to the north end of the pool, picked up his towel and his log book and rushed out the door into the showerroom.

After a quick shower, Geoff dressed for the outdoors, covered damp hair with his tuque and jogged back to the residence cafeteria for his breakfast. He rushed through his breakfast, picked up his books from his room and at 7:45 A.M. was again outdoors walking to his eight o'clock Chemistry class. Mondays were heavy class days for Geoff who was in his first year of Engineering. Fortunately, he had a study break between ten and eleven in the morning and used it to advantage to do homework assigned at earlier classes. His lunch break was between one and two o'clock but was a bit of a rush because he had to return for a class followed immediately by a laboratory between 2:00 and 4:50 P.M.

It only took Geoff a few minutes to run to the lockerroom where he quickly changed into his swimsuit and was on the pool deck a few minutes after five o'clock.

The coach was writing the warm-up on the blackboard while swimmers were putting in the lane ropes and getting out the kickboards and backstroke flags. Geoff deposited his towel on the bench and then went over to help put in lane rope #5, a difficult one to hook into place.

When the coach shouted, "Okay guys, let's get going on the warm-up," Geoff went to lane #2, his usual evening session lane, and jumped into the pool. After adjusting his swim goggles, he started the warm-up - 12 X 50 own stroke kick on 60 with a 5 or 10 second rest interval. This was a tough warm-up to begin with, but Geoff tackled it confidently. There was not a great deal of interaction with his lane mates who were also struggling with this particular exercise.

Finally the coach blew his whistle to signal the end of the warm-up. Geoff was at the far end of the pool but on his last lap. He tried to kick a little harder in order to finish at the same time in the swimmers in the lanes on either side of him. As he arrived at the north end of the pool he tossed the kickboard onto the deck. He removed his goggles and stood waiting for Mervyn's instructions.

The coach looked visibly upset: his expression was sullen and he appeared agitated. Geoff listened as the coach berated the Varsity team for their poor attendance at training sessions including the training session at the City club pool on Sundays.

Geoff knew it was not aimed at him because he had one hundred percent attendance so far this season.

At last the coach said, "Okay, let's get going!" He then proceeded to explain the first piece of work: "Lanes 3, 4, 5, 6 - you do 50 X 50's on 60, 50, 45, 40 and 35 repsectively, and you guys in lanes 1 and 2, your tough one will be on 40."

In lane #2 Geoff readied himself to start on the blast of the whistle. The coach blew his whistle and Geoff pushed off. At the end of the first set, he took his pulse as instructed by the coach. A minute and a half later, the next set of 50's began with Mervyn whistling the starts.

By the last set on 40, it became continuous swimming for Geoff because he was really exhausted and swimming on sheer determination. He somehow managed to complete the set. Geoff took his pulse as instructed and then leaned heavily on the lane rope for support. He was tired!

Geoff's arms were sore and aching as Mervyn announced the last piece of work: 5 X 200 kick on 4 1/4 for Geoff's lane. Geoff got a kickboard and began the exercise. He knew this one would also be tough on him. Geoff got through the five sets but he was quite pleased to hear Mervyn announce the 400 yard swim down. In order to help ease the pain of the short but grueling training session, Geoff swam a few extra laps before getting out of the pool. Wearily he picked up his towel and went to the showerroom for a quick shower. He had to hurry back to residence in order to get his supper.

At the cafeteria he sat and ate supper with a few of the other swimmers who also lived in residence. He chatted and joked with them until 8:15 P.M. at which time he returned to his room.

In his room Geoff did his homework and studied until 9:45 P.M. He then got himself ready for bed. In spite of the considerable amount of noise in the hall, he went to bed at 10:00 P.M. hoping that it would soon come to a stop or at least subside and allow him to sleep. He set his clock for 5:15 A.M. and turned off the light.

Comment

The days described in this chapter were not selected on the basis of their typicality or atypicality, but because more extensive notes were made throughout a relatively greater portion of the particular actor's day. The coach's day was typical in terms of the mundane routine of his daily job as club coach, university coach, administrator and university teacher, but atypical in terms of the crisis team meeting and the club meeting which were held on that particular night. The fact that the Master coach was not his usual articulate self during the crisis meeting is highly indicative of the frustration and disappointment that he felt concerning team development at that point in time.

In the case of the swimmer, the described day may be said to be atypical in the sense that the athlete whose day was selected was only one of three swimmers who attended morning practices. However, as an engineering student, the day's activity schedule appeared rather typical of several Varsity swimmers.

The emphasis in this chapter was on pure description rather than on interpretation, but it has provided greater understanding of the setting in which the actors played out their roles. The next chapter will deal with the actors as total persons.

CHAPTER IV

THE ACTORS AS PERSONS

This chapter provides the reader with a macroscopic view of the actors - their total role sets and reference relationships - as "persons" in the larger world. It highlights the ensuing drama that unfolds as the actors come together to act out their roles in the university swimming subculture.

I. THE COACH AS A PERSON

Mervyn Duncan's Early Years

Mervyn Duncan was born in England of Scottish parents. In spite of the fact that he spent most of his educational life in England, Mervyn was thoroughly steeped in the traditional Scottish culture. Early in his career as a coach, his Scottish cultural background proved to be an important factor for advancement in his chosen profession - coaching swimming. Had it not been for his Scottish heritage, his position as Technical Director of Swimming for Scotland probably would not have materialized. The Scottish swimming association was looking for someone who was sensitive to their needs and wants but also sensitive to their characteristics and idiosyncracies. Mervyn Duncan was their man.

He had never been a competitive swimmer. His initial interest was in tennis, a sport in which he had achieved a reasonably high level of performance. Thus, it was a natural tendency to become involved in the coaching of tennis .... this is what he did. Mervyn began applying coaching principles learned in his physical education and coaching courses to tennis coaching. Unfortunately he became disenchanted with the sport of tennis because of the difficulties involved with it; because he felt too close to it in a way to be objective about it. He felt he was tending to look for reflected self-glory in the youngsters he taught. Furthermore, a sustained injury prevented him from returning to the tennis scene as a participant.

The visit of the National Swim Coach to the College where Mervyn was studying to become a teacher, launched his career in coaching swimming. The National Coach was visiting campuses to test interest in teaching swimming and invited students to come and see him coach. Mervyn did and was very impressed by what he witnessed. As a result, Mervyn spent his last year of college studying swimming intensively. In 1965 he was awarded his A.S.A. Coach's Certificate.

After obtaining his teaching certificate, Mervyn taught school during the day and coached a group of thirty or more swimmers in the evenings at Crystal Palace in London. He was not long in discovering that the salary he received for teaching was mere pittance compared with the remuneration obtained for coaching swimmers.

With success came considerably more interest and with the experience gained he became more and more involved with swimming. He began developing his own techniques and methods through a trial and error process and achieved a great deal of success and some 'disasters'.

In 1967 the same National Coach invited Mervyn to join him and a small group of swimming specialists to develop swimming throughout

England. Mervyn was at the crossroads of a monumental decision: a career as a fulltime coach in a specialist area or a 'run of the mill' teacher. He had done a bit of both and weighing the pros and cons, opted for a coaching career in swimming.

Mervyn was made responsible for the southern part of England. He soon found it an extremely frustrating experience because coaches generally were not receptive to changes. Their insecurity was augmented further when Mervyn made them realize their lack of swimming knowledge. The great amount of travelling required coupled with this undesirable resistence to change of any kind made the situation even more exasperating for Mervyn.

He persevered until 1969 (3 years) at which time the Scottish Amateur Swimming Association approached him on coming to Scotland to direct their program which had fallen on bad times. They wanted someone who was Scottish or at least remotely connected with Scotland; someone sensitive to their needs and demands, to come in and build them a national identity.

Mervyn felt very Scottish, very sensitive to the characterictics and idiosyncracies of the Scots and jumped at the offer. He was appointed fulltime Technical Director of Scotland in 1969. The position meant extensive responsibilities in the areas of organization and administration and coaching duties at the national and international level as national coach.

He had accepted the position despite two foreseen drawbacks which he felt could be overcome satisfactorily. One of those was language. His Scottish heritage, which he had maintained, would hold him in good stead with the aid of a few night courses to bring back the forgotten language. The other did not appear as easy to resolve. He was engaged to one of his swimmers and since the new position meant a total move to Scotland, a decision was forced upon them. To complicate matters, his fiancee was an excellent competitive swimmer on the English team and had not anticipated giving up swimming at the time. The problem was resolved when she consented to marriage and the move and was able to continue swimming competitively for some eighteen months after. As a matter of fact, she competed in a championship meet a month after the conception of their first child.

In 1974, at the Commonwealth Games in New Zealand, Mervyn, as National Coach of the Scottish team, saw his four years of hard work bear fruit. The Scottish team competed extremely well!

But now Mervyn began to feel the need to be refreshed - increase his knowledge by pursuing further studies at a university. He had fulfilled his expectancies and those of the Scots and could see no further personal gain in staying in the present situation.

Thus, in April 1974, he came to Canada at the request of a local club in Metropolis to assess the attractiveness of the situation. Mervyn returned to Scotland convinced that the Canadian situation best suited his immediate needs in terms of furthering his education and pursuing his professional coaching career. A significant salary increase was an important consideration in his decision.

Nevertheless, it was not without reluctance that he came to Canada, because he had worked extremely hard to achieve the high status which he presently enjoyed in Britain. Furthermore, he had to turn down his recent selection as National Coach of the Women's Team for Great Britain to the 1976 Olympic Games. (He consoled himself by accepting to take the team to the European Championships in August 1974).

Mervyn came to Canada in August 1974 on a two-year contract which he hoped would provide him with the opportunity to look around and really assess the situation. Along with the local swim club work, he became involved at the university level as a graduate student. His sights were aimed at university swimming. Mervyn's main interest was in coaching swimming at the university level. Thus, the new Canadian job had the potential to help him realize several of his immediate goals: further his education (at Varsity University); coach at the university level; and coach at the club level.

In 1976, after the Olympic Games in Montreal, where he had served as one of the Canadian Olympic Swim Team coaches, Mervyn faced a crisis because his two-year contract had come to an end. He now had three choices: trying to make it on the college scene which meant likely going to the United States, "hanging around" in Canada hoping that the college scene would develop, or going back to Britain to accept a job offer at Stirling University. Mervyn decided on the second option and in order to speed up the process of development of Canadian swimming, he organized himself to spearhead a program which would, within a few years, improve the university swimming scene.

The "timing" of his decision appeared to coincide favourably with the Varsity swimming scene. The Varsity University competitive swimming program was at an impasse. The swimming program had been one of the best in Canadian universities, but the past two years had seen a tremendous decline in its prestige and successes. This fact had been attributed in part to the lack of a high level coach. The men's team had a misbehaviour stigma to eradicate. Thus, with the program at a low ebb, the Varsity Athletics Department had all but decided to drop the program. It was in this circumstance that Mervyn had agreed to coach the men's team in the fall of 1976.

Varsity University could not afford Mervyn's salary, but a financial agreement between the local club, the University and Mervyn opened the door to hiring him as club coach and university coach for a period of one year.

His university position put him in the forefront as far as personal endeavours to improve the swimming situation at the university level was concerned. He could now have potentially a great deal of input in developing university swimming nationally. His vision was that university swimming would bridge the gap between the senior club swimmer and the international swimmer. Mervyn felt that if swimming was to grow in Canada, it had to be at the university level:

> Swimming is Canada's major sport; its most successful amateur sport. And really it leads people to recognize the fact that if talent finishes around the university age then we are not really doing our job if we are not going to extend it further in the excellence realm and provide opportunities within our university structure, like the Americans do, for it to continue.

Thus, here was a situation which set the stage for Mervyn Duncan to become a university coach and a future university professor. His ambition at this time was to "make it" on the university scene. Here was a "foot-in-the-door" situation which gave him the opportunity to begin working toward the realization of this ambition. He anticipated the heavy demands placed on him because of the many roles he would play during the 1976-77 university year. Besides the dual coaching role - the club and the university - he also accepted the responsibilities of graduate student advanced swimming instructor in the Department of Physical Education, all heaped on top of his roles as father and husband.

There were other significant factors involved in his decision to enter the university swimming world. Mervyn, now in his late thirties, had been coaching for many years and looked upon himself as a successful professional swimming coach. At this stage of his career, after much introspection, he felt that coaching teetered precariously on the brink of insecurity. One could not be guaranteed continuous successful coaching at the club level because of the cyclical changes in the membership, changes which were inherent in all such clubs. For example, when Mervyn first took over the coaching job with the local swim club, he soon surmised that the present club swimming potential would decline over the next few years and that it would mean a "rebuilding" job again. Thus, in the fall of 1976 he was now at that point where he was losing all his senior club swimmers (university age swimmers) either to the university scene or to the employment scene. He was well aware of the fact that the present club swimming cycle was coming to an end and that he now faced the prospect of rebuilding the club team. He had been through that experience several times in past coaching jobs and was now looking for more meaningful challenges with the university swimmers. He had not had the opportunity to coach at the university level, but sensed that the time was ripe to avail himself of that experience:

> I knew that my club scene was going to be considerably lowered as a result of the big gap, that I envisaged in 1974, that existed between the good swimmers and the guys who were just coming on. And so there was going to be a dry spell!
>
> Maybe I would have been better saying [when offered to renew his club contract], "Look, I've done my job with the club." Left it there and just gone full time in the university scene.

Of course, the University was late making their offer and Mervyn had been compelled to renew his club contract for another two years. Mervyn accepted partial blame for the situation of dual-coaching responsibilities because had he not insisted on maintaining his graduate student status, he would have been hired as a staff member earlier in July 1976.

Financially, this worked out better, but it meant a heavy burden of responsibilities as student, university coach and club coach. Mervyn was willing to pay the price in order to get involved at the university scene. A new personal milestone had been reached: Mervyn, at age thirty-nine, had taken the initial step in redirecting his career.

The Family

In the most traditional sense of the word, Mervyn was a family man. The twelve year gap in age between he and his wife, Joan, appeared to have definite influence in keeping him "young at heart". But it probably had a great deal to do as well with his apparent total command of family decision-making. At age thirty-two, Mervyn had settled on a career in coaching swimming and was now just as definite in his decision to marry one of his senior swimmers. He had searched out and consulted a few of the senior coaches regarding the wisdom of marrying one of his young athletes, but only as a token gesture of respect.

Mervyn had coached Joan as a promising sixteen year old swimmer in London. As Joan explains,

> Our relationship just sort of snowballed but we had to keep it quiet from the swimming association because they would not have been too keen on Mervyn going out with one of his swimmers - particularly where there was a thirteen year age difference. So we kind of had to hide it!

She further intimated that at the 1968 Olympics in Mexico, the other team members and coaches had guessed that something was happening with their relationship and became quite annoyed with it. Joan could not guess why they were annoyed at the time, but in retrospect, their developing relationship undoubtedly created jealousies.

In 1969 Mervyn and Joan became engaged and in 1970, with the move to Scotland imminent, they were married.

In the span of four years from 1970 to 1974 the family grew to its present size of five, including the three children.

Since coming to Canada, Joan felt that the family unit had become more closely knit. The first few years of married life in Scotland, Mervyn was away so frequently that the children cried at the sight of him as if he were a stranger. But the situation was drastically changed in Canada where he was away only on weekends and could arrange time at home to coincide with the children's waking hours during the week days.

For Joan, after she had given up swimming competitively, these early years had been lonely with Mervyn continually away, and frustrating in terms of rearing children all by herself. Besides the desire to further his education, providing a better family life for his wife and children was a major factor in Mervyn's decision to come to Canada. Because of his absence a great many of the weekends, Mervyn developed a number of little strategies for spending important and much needed time with his family. For instance, if he had not seen much of his children during the week, or not at all over a weekend, he would go home after the early Monday morning swim session at the University pool, and have a chatty breakfast with his family. Or, the two older children would be permitted to stay up later on Friday nights in order to be able to see their dad when he came home around 7:30 P.M. following the evening swim session at the University. This gave Mervyn the opportunity to talk and play with them before they went to bed.

To give his family the feeling that he was always close by, Mervyn set up a daily routine of telephone calling at 10:00 A.M. and 2:00 P.M. On these daily occurrences he usually spoke to the children. On many occasions the calls came from the children, reporting their good and bad behaviours, and Mervyn, as head of the family, sometimes wound up meting out disciplinary measures over the telephone.

Thus, by using these strategies Mervyn was able to counteract the incongruities that existed between his roles as coach and as head of the family group. Of course, his added role of university swim coach and teacher, the administrative and organizational responsibilities of both the club program and the university swim program and the duties of graduate student heavily stressed Mervyn's family role.

Mervyn frequently talked about his young family and how at age thirty-nine he wanted to spend more time with them. He had more feeling for the family now - the children needed him at home on a regular basis. In the past, every spare moment from his coaching responsibilities had been spent with the family and now, as they approached school age, the children demanded more and more of his time. It was their right and he felt that he could not deny them this right. This type of thinking played an important role in his decision to redirect his professional career into university coaching and teaching.

Community Activities

Swimming was Mervyn's life - he was totally immersed in it. The local swim club was his sole community involvement - it was his life. As Mervyn often explained:

> When you get up at quarter to five to go to work, get home at 7:30 P.M., have supper, relax for half an hour and go to bed at 9:00 or 9:30 P.M., where does one find time to get involved in community activities?

His weekends were tied up either with swim meets and/or practices. On rare occasions he had a Saturday at home. Sundays always found him at the swimming pool from 8:30 A.M. until noon. Routinely on Sundays, Joan and the three children came to the pool around 11:00 A.M. and sat in on the last hour of practice while the children played in the wading pool. After practice, the whole family went to church.

With Joan a recent convert to the Catholic Church, Mervyn felt a need to attend church every Sunday. He felt just as strongly committed to the Catholic Church as he did to swimming. But he was not committed beyond the Sunday attendance at church and was not involved in any other way with church work.

After a few hours with the family on Sunday afternoon, Mervyn was back on the pool deck at 5:00 P.M. for a swim practice with the younger children (6 and 7 year olds) in the club.

Two evenings per month, Mervyn was involved with meetings of the swimming club. One Monday of each month he met with parents of the club swimmers to inform them of the progress their children, to explain the program, to announce upcoming meets or to solicit their help in organizing local swim meets which included obtaining the officials, arranging for a food and drink counter, arranging for the billeting of out-of-town swimmers, sending and receiving the entry forms and so on. Mervyn, as head coach, was the final authority and thus was involved in coordinating these various task groups. This meant numerous phone calls, made and/or received at home until the day of the meet.

The other monthly meeting, usually occurred on a Wednesday and was an executive meeting. Since it was a business meeting, Mervyn, as the professional in the swimming area, was heavily involved. The weaker the executive, the more he became involved as an organizer and administrator. The stronger the executive, the more aggressive and stronger became his advisory role.

Mervyn was a very articulate person, strong-willed and very aware and confident of the direction in which he wanted to go. It was not surprising to hear his wife say that Mervyn had, over the past two years, become the real organizer and administrator of the club. Where he had started as the resource person and advisor to the club executive, he had now become its chief executive. Obviously this heaped more responsibilities on him and became even more burdensome in the 1976-77 season when he added the coaching duties at Varsity University.

His increased administrative role caused him to be involved extensively with the details of organization such as writing and editing the club newsletter, or spearheading the Chocolate Drive, a fund-raising venture for the club.

But as well as looking after the administration and coaching of two teams, Mervyn found some time to write a "position paper" on Canadian university swimming, a paper he hoped would get the ball rolling in the development of swimming at the university level. Following the presentation of the paper by the chairman of Athletics to the C.I.A.U. executive committee, Mervyn attended a meeting in Toronto to persuade the C.A.S.A. and Sport Canada to take action on the position. Approximately six months later Sport Canada did respond favourably by providing some funds to the Varsity University swimming program.

Mervyn held several national and provincial positions: Vice-Chairman of the Provincial Coaches Council (Swimming); member of the C.A.S.A. Coaches Advisory Board; course leader for the Coaches Certification Program and C.I.A.U. Technical Committee member. Although these positions were not overly demanding of his time, he had to attend a few meetings and to organize and conduct a few clinics. For example, as course leader for the Coaches Certification Program, Mervyn had to organize and conduct a weekend teaching course for swimming coaches in Ottawa. Being a well-organized person by nature, he always prepared himself more than adequately for all his presentations.

If Mervyn was a prominent member of his local community it was no doubt due to his conspicuous role as Head Coach of the community swimming club and probably because of the national exposure he had gained as one of eight assistant coaches who accompanied the Canadian Swimming Team to the 1976 Olympic Games in Montreal.

The Academic Community

Besides his coaching role, Mervyn played two other roles within the context of the university community: graduate student and instructor in the department of Physical Education. Had he not been the well-organized, well-prepared individual that he was, it is unlikely that Mervyn would have survived the first term of the academic year. His age and maturity were tremendous assets in his role as graduate student. Mervyn's prolific writing held him in good stead in terms of writing term papers and preparing oral presentations. His writing background was highlighted by his authorship of two published books on swimming. Thus, Mervyn appeared to have all the necessary ingredients to perform well in his student role. And he did, as his three top grades of nine indicate. But the press of all his other role responsibilities forced Mervyn to cut down to one course in the second term. His wife, Joan, had a good "feel" for Mervyn's multi-role situation:

> He seems to be managing pretty well but he is finding it more tiring. No, ... he seems to manage quite well! I don't know how because he certainly has a heavy responsibility.
>
> If he can't do his student work at the University and has to bring it home to do, he gets worried about that sort of thing. For instance, recently he had an essay to do for one of his professors and had not been able to get it done at the

> University; he was uptight about it for a few weeks until he finally got it done. But if he can manage his day properly then he seems to be okay.
>
> This term (Winter 1977) wasn't too bad because he has not been doing any studying. I think if he had been doing what he did last term, he would have found it too much!

In his role as instructor of the Advanced Coaching Course in swimming Mervyn was equally well-prepared and well-organized. His background experience in Scotland and England as a teacher, coach and administrator of swimming contributed greatly to his apparent success this past season as an instructor in the Physical Education Department of Varsity University.

Since coaching and teaching have a great deal in common, it was not surprising to hear that Mervyn was just as successful teaching as he was coaching swimming. The director of athletics at Varsity University made it quite clear that Mervyn had been hired as Varsity swimming coach mainly because of his outstanding attributes as a teacher. In speaking with several of the students in Mervyn's advanced coaching course, all were exceptionally laudatory in their assessment:

> He's just great!
> I never miss a class because it's one of the best classes I have!
> He's really interesting - he draws a great deal on his personal experiences in coaching swimming.
> I coach at one of the local clubs and Mervyn's course really helps me a lot!

A Wife's View of Coaching

As previously mentioned, Mervyn's total daily involvement with swimming substantially reduced the amount of time spent with his family and created considerable stress between professional and family obligations. Joan, as an ex-swimmer who had been coached by

Mervyn, was probably more aware of, more understanding of the need for the coach to be so extensively involved with his professional endeavours than most wives of swim coaches who had not had that kind of experience. Although her swimming background allowed her greater tolerance of her husband's frequent absences from home, she had some misgivings regarding the impact it had personally on her role as wife and on the family unit generally:

> Occasionally we argue over his being away so much. I'll really get upset at it. He does too, but occasionally he does not see my point of view. He says he can't help it, it's his commitment, we need the money, and this sort of thing.
>
> It annoys me because he is missing the kids growing up and I'm missing him - you know .... life is too short and I'll say, "Well, forget about the club!" But he says that he can't because we need the money. Whereas I'd rather go out days and just live a bit - you know. Especially with the kids, they're growing up too quick; they are at an age where they want him now and soon they'll be at an age when they won't want him and he's going to wonder what has happened.

With regards to her swimming background, Joan was quite definite about its considerable influence on their married relationship:

> I think it's a must! We know quite a few people back home who have been divorced. They were athletic coaches. The wife didn't understand and continually harped at the husband for being away so much .... whereas, I've been through all that, I know what's happening. And even though we have our arguments, basically it's a temporary thing - I think it really does help!

Mervyn strongly supported that theory and on many occasions had reiterated just how fortunate he had been in marrying a former swimmer. He was thoroughly convinced that his wife's swimming background was a key to his successful marital status. He was even more convinced of this following a recent swim coaches' meeting where one of the most discussed items on the agenda was precisely the alarming rate of divorces among swimming coaches. He too deplored the enormous amount of time spent away from the family but, he also felt very strongly the pressures of his commitment to the coaching profession.

From Joan's point of view, the family move to Canada had been a blessing in many ways. Apart from the fact that it provided Mervyn with the opportunity to pursue his educational aspirations at the university, the move had meant a better life for the family:

> Basically, we came to Canada for a better life for the kids. We were really finding it tough back home (Scotland); Mervyn had a good job but the pay was just nothing. Out here it is a lot better financially, socially - in every way.

But despite Mervyn's more frequent times at home, his heavy involvement with swimming left very little time for a social life. Both Mervyn and Joan were well aware of their minimal social life. And since Mervyn's entry into university coaching and teaching, he had felt even more pressure from colleagues to participate in Varsity social functions.

Joan, who attended a few university social functions at Mervyn's invitation, was aware of the social pressures on her husband but was also understanding of the ramifications Mervyn's total involvement in swimming had on their social life:

> Mervyn is at the age where he wants to pack up; he dislikes morning training now. He finds it really tough to get up in the morning. I don't think people realized it, but he has such a long day! He was saying the other day that there was a social "do" at the University on Wednesday and that he feels obligated to attend. Mervyn is not too keen on going, but he doesn't want people to think that he's a spoilsport, sort of thing; that he doesn't want to go out. He says he is just too tired!
>
> There was a poker game going on the other night and they asked him to go along and he said, "No". He said that he's got to be careful .... you know .... he's got to attend a few social functions, just to keep in on it!

Even though Mervyn did not bring home his work-a-day problems, Joan could usually pick up wave vibrations of his displeasure at something or other that had happened during the day:

> He doesn't bring home his work-a-day problems but I can tell when he is upset and I'll ask him why. He tells me. Usually, the kids (swimmers) have been playing up or have not turned up for practice.
>
> Program-wise, he really doesn't talk much about it. When I was swimming I was in on everything. But things have improved so much! I'm just away from it. Time-wise, swimming-wise, the swimmers have improved so much that I've been left behind. I have not kept up with it at all. I would have loved to, but the kids just held me back.

Joan accepted that Mervyn, as the traditional family head, made most of the decisions for the family, as well as all personal career decisions. She readily admitted that Mervyn had not discussed with her to any real extent the commitment he had made in his present job situation. But she expressed great confidence and faith in his perseverence and ability to carry through on his commitments.

> I think Mervyn knew what he was getting himself in for. I think he realizes that he has taken on too much, but he had made the commitment and he'll have to stick with it now.

Joan is also well aware of the conflicts his dual coaching job has created for Mervyn.

> I don't think he can go on for too much longer in this situation, because the parents are complaining up at the club. Some of the committee members are starting to complain now that he is not with the club enough. You see, he'll go away for a week with the University team and he's got to find somebody to look after his club group. He's away this weekend again so somebody else will have to take his group again. You see, the club is paying his wages.

Of course, this type of conflict became more serious when both the club and the University had important swim meets scheduled for the same weekend in different locations. Which meet to attend was never an easy decision for Mervyn.

As a former swimmer, Joan had a very clear perception of what comprised a good coach. It was quite evident that she considered her husband an excellent coach:

> I think [a coach] is someone who's been well educated, done a lot of studying. I think it is someone who can give a lot to kids to help them grow up, to mature themselves, to see another part of life, sort of thing ... I think it is a good profession. It really does help the swimmers .... they don't realize it until they pack it in. I never realized it - I kind of thought Mervyn was just someone who slugged up and down the poolside and didn't really feel for us. But he was doing it for our own good, to help us grow up and get success out of life .... Because once you stand on that podium and get a gold medal, it is such a beautiful feeling and certainly makes it all worthwhile. I think the coaches have got a lot to give .... to the swimmers .... even to the parents. Swimming gives the parents another side of what is happening with their kids.

Joan had very little difficulty in articulating the benefits of swimming and the importance of the coach to the young athlete. Based on her own experience, she expressed sadness at the fact that the young athletes of today could not benefit from her hindsight:

> I think it's when you mature that you realize that it is for your benefit. The younger kids, they like the social life more than slugging up and down the pool. They've got a good lot of friends and basically they're good people and it's better than standing on street corners .... I think that's why parents get their kids into a sport - it is to help them get more discipline. Mervyn has heard from the parents that a lot of the swimmers' homework and school life has improved because they work at their time a bit better - they can work out what has happened during the day, organize themselves rather than laying around. And their work has improved and so has their discipline.
>
> In retrospect, I wish I could have carried on swimming. I did for two or three years afterwards but I regretted packing it in. I think that when you realize the other side of the story - when you mature a bit more - you swim a lot better. Perhaps that is why the University swimmers can swim as well. They have matured and they can see the other side of the story a bit better. They don't take Mervyn's hard workouts as an insult personally.
>
> Mervyn was saying the other day that [Gayle Samson] is really swimming well and she is not doing so much training now. I think it's because she is with people her own age who have matured and can see the other side of the story now.

Is coaching swimming her husband's career? Joan acknowledged that although Mervyn did not and had not specifically discussed it with her as yet, she felt relatively confident in stating that his career aspirations lay beyond club coaching.

> He'll talk it over when he is ready to. We haven't really said much about it. He doesn't know what is going to happen at Varsity University yet, but university coaching and teaching is definitely his ambition. It might not be at Varsity University but it may be somewhere in the States. I think that's what he wants. Somewhere where they have a good physical education department - perhaps he can do some research .... and lecture .... he'd really enjoy that!

Varsity Men's Swim Team

Although "only individuals can open the door to their reality and allow us to see how they perceive and make sense out of experience" (Spradley and Mann:15), it is beyond the scope of this study to provide the reader with a capsule description of each swimmer as a person. Nevertheless, a socio-demographic profile of the "typical" Varsity male swimmer has been outlined in Table 4-1 which describes the range of swimmer responses to a series of questions concerning birthplace, age, swimming experience and so forth. The data was gathered through a short demographic questionnaire and fully supplemented by responses obtained during taped interviews with the swimmers.

It may be pertinent at this time to note that Varsity men's swim team started off with twenty-nine hopefuls but through early drop-outs and "cuts", the number dwindled to eighteen by December 1976. By mid-January 1977 the membership had further depleted to a final number of twelve. Those twelve swimmers have provided the data described in Table I.

Table I summarily presents many aspects of the "typical" swimmer

TABLE 4-1 The Varsity Swimming Team 1976-77: A Profile*

	Range of Responses			Typical Swimmer
Birthplace	Same city	--------	Eastern Canada or United States	Same province
Age	18	--------	21 years	20 years
Marital status	Single	--------	Married	Single
Family size (No. of children)	2	--------	7	3 or 4
Sibling rank	1	--------	3	1st born
Type of Lodging	Home	--------	University Housing	University Residence
Years of Competitive Swimming	4	--------	13 years	8 1/2 years (average)
Years of Club Swimming	2	--------	13 years	7 years (average)
Years on University Team	1	--------	4 years	2 years (average)
Reasons for Swimming for Varsity	Attractive Team trips	----	Swimming excellence	Improving swimming bests.
Present goals in Swimming	Keep in shape	----	Make Canadian National Team	Make it to CIAU Nationals
Family Income	$12,000	--------	$20,000 & over	$20,000

* The table is based on responses from 9 of the 12 members of the Varsity Swim Team, but supplementary data enabled minor corrections to be made so that the profile is representative of the final 12 member team.

on the Varsity swim team. This "profile" swimmer was born and educated within the province. In his 20th year he was considered to be near his peak in swimming having been involved in competitive swimming for more than eight years. Of passing interest is the fact that the "typical" Varsity male swimmer was the firstborn and came from a family of not less than five including mother and father. He came from a home where the family income averaged more than $20,000 per annum. For the last two years, he had been swimming as a member of the Varsity team and planned to swim for Varsity for at least another two years. Typically he lived in one of the university student residences. He had come up through the age-class club system and spent at least seven years in this system though not necessarily for the same swim club. His initial reasons for swimming for Varsity included the desire to "keep in shape", the attractiveness of the team trips and the wish to improve swimming "bests". The immediate specific goal of the typical Varsity swimmer by mid-January was to make it to the Canadian Intercollegiate Athletic Union National Championships. Finally, the swimmer spent his non-swimming hours attending university academic classes, doing homework, studying, eating and sleeping. The rigors of training taxed him physically and the evening practices left him tired and with very little time for socializing except on weekends when there wasn't a swimming meet. Residence life exerted a great deal of pressure on the swimmer to socialize with fellow residents. Of course, academic work dampened the desire for a social life to a great extent as well, because typically, the swimmer was enrolled in a professionally-orientated faculty such as Engineering, notorious for assigning a heavy load of daily homework.

Although it is a statistical profile, the description "fits" six out of the twelve male swimmers on the Varsity team. The profile takes on importance because it enables the reader to judge the extent to which the Varsity men's swim team is similar to and different from university settings with which they are already familiar. The medians and ranges of swimmer response suggests that the Varsity men's swim team has a membership similar to many other university swim teams throughout Canada.

In order to paint a more detailed portrait of the Varsity male swimmer as a person and to further elucidate some of the more pertinent roles he plays in an academic context, a fuller description is now presented of the "live-in-residence" swimmer and the "live-at-home" swimmer. Through comparison of these two "type" swimmers, the academic and social pressures impinging upon the Varsity swimmers will be depicted.

The Live-in-Residence Swimmer

For anyone who has been involved in and pursued their education at any institution of higher learning will acknowledge that an enormous amount of peer pressure and social pressure is exerted on students. The "long-into-the-night gab fests", the almost daily carousing, the student government involvement, the lure of the athletic programs, the constant prodding of colleagues to join in the "fun" and the constant bombardment of invitations to participate socially are familiar temptations in the life of university students.

For the student who lives on campus these temptations multiply because he is constantly faced, day in and day out, with the pressures of on-campus living. The student governed residences, with their own organized social and athletic programs, increased interactional contacts and relatively unchecked individual liberties intensify the already high pressured academic life of the student.

Living in residence can be a total social experience in itself - a raw slice of life - an experience in living that is unlikely to be encountered again once in the larger outside world. It can build character; it can destroy character. It can be a test of character in which only the disciplined, strong-willed individual survives.

For the swimmer-in-residence, social involvement can become a potential hazard, particularly for the young, immature student. Many swimmers have come up through a club system which has regimented their life to a considerable extent. But, residence living opens the door to potentially boundless social opportunities. For one second year swimmer, the social life in residence presented no problems.

> I found that living in residence is not difficult because if you want to socialize you've got all the opportunity in the world to do so. That makes it easier to resist because you know that whenever you want to, you can drop the books and go out and do it. So there's no problem that way for me.

But in spite of the fact that most swimmers had the will power to resist the social pitfalls, indirectly the residence social life around them affected their athlete role. Often the noisy offshoot of the socializing of other students interfered much more than the temptation to actually participate. The noise, the incessant noise-making - the party noises: the laughter, the ear-splitting rock music, the yelling, the shouting, the chanting, the roudy, boisterous drinking bouts, the hockey nights in the halls and so forth - was the most annoying aspect of residence living for the serious student swimmer. One of the swimmers who attended both morning and evening sessions during the first semester put the whole problem into perspective:

> I think I could handle the pressures of engineering. I don't think that was the main problem - I think it is where I was living. The noise - it is so noisy there (in residence). Well, you can really get upset! I think that really upset me last term. I don't think people are considerate as far as making noise is concerned... I think that living in residence really kills some of the goals you want to achieve. You see them fall through because you must sleep less. I think it almost destroyed me last semester. I think that I have finally adapted to the noise. You have to adapt to having a whole bunch of people around you and steady noise going on until 12:30, 2:00 in the morning. Last semester I went home every weekend because I had to get some sleep, otherwise, I'd be dead!

But residence living presented the swimmer with other problems besides noisy, sleepless nights. Bill, a third year Engineering student in his third year of Varsity swimming, expressed the following feeling towards swimming and residence living.

> Residence, that's another problem. Start with sixty-eight people on the floor - you've got problems. For instance, you want to do homework in your room! Dan (his roommate) goes to morning practices all the time! That means I can't study in my room for more than an hour at night because I just barely finish supper after evening practices (around 8:30 P.M.) and then Dan goes to bed early. It means I have to go downstairs to the library to do my homework. Also, in residence there is always noise, there are always people doing something, so I want to join in. Living on a certain floor you want to and should make some effort to participate in the floor activities. If you don't do anything with the floor it is also bad. You become a non-entity! You get adverse reaction from the other people on the floor....
>
> If a person is really serious about swimming and doesn't want to cut his course load way down (as I have done this term) and if he wants to take the normal course load and get through in the normal regulation time, then I think that he should not live in

> residence because of the noise. You need a structured schedule because this (noise) can disrupt your schedule. If they have a party in your wing you have no control over it. You have to sleep in that place that night. You've got to get some sleep and if they're making too much noise, there's not much you can do about it. No matter how well you schedule your time and that, there's always these variables to disrupt it. Like somebody pulls the fire alarm two times during the night and you're not getting any sleep because you're standing outside in the cold while the firemen go in and reset the alarms. You know - things like this you can't plan for!

But for one first year Engineering student-swimmer, the "living-in-residence" perspective was altogether different. He wanted to be a member of the Varsity swim team but for him swimming was really a third priority. Academic work was a first priority, with socializing running a close second. Although he was a top-flight swimmer, a great acquisition to any university swim team, swimming appeared to be an imposition on his residence life. His irregular attendance at the daily evening swim practices clearly indicate his strong resentment at the imposition.

> In residence, all the activities that ever take place occur just before we go down for supper or just after. It's that two hour period when we are in workouts that everything happens. There are floor meetings, all these activities during [Carnival] week, just everything, and it's really hard - I mean, you are really left out. Everything happens then. And that's one of the reasons you go into residence - to meet people and really get out on your own - to be with your peers. Being a swimmer really makes it tough!
>
> On weekends when there are weekend meets here, there are no breakfasts here (in residence). Even when you try to make morning workouts during the week, you get out at 7:10 A.M. maybe, and by the time you are back to the residence it is 7:30 A.M. and then you've got no time to get up and down the food and get to your room, get your books and get back to your 8:00 A.M. class. It seems when you live in residence you're so close it should be really easy, since you've got no place to drive to, no time spent or wasted in the car, but it's hard! And then trying to do homework and all that, it's tough!

Regardless of the perspective one takes to examine the swimmer-in-residence situation a great deal of incompatibility shows through in the relationship between swimming and living in residence. For the serious swimmer the convenience of living close to his training area appears to be offset by the need for a high tolerance of seemingly constant disruptive noise and the need also of a high threshold of resistance to the enticing social life bustling around him. On the other hand, for the more social conscious individual, residence living is a haven of unrestricted social opportunities.

Even a serious swimmer like Bill felt the need to increase his social life. Bill had always given second priority to swimming but now in his third year of Engineering he realized the benefits of an expanded social life.

> I'm trying to move it up in importance; trying to get more of a social life this year. I really feel that it is something you should really be doing, otherwise you are really restricting your education. If you don't get out and do things with people, you'll never be able to handle people - get to know what they're like. If you trained as much as the Coach wants you to train - well - you'd just live in a world by yourself. You'd never see anybody; all you'd do is get up and go swimming, go to school, go swimming, do a bit of homework (if you stay up late enough) and go to sleep. That would be all you would do, especially in Engineering because you would have time for nothing else.

The Live-at-Home Swimmer

Generally, the live-at-home swimmer found himself in a somewhat contrasting situation to the live-in-residence swimmer. Although his daily academic and swim training routine was very similar to the live-in-residence swimmer, there was a tremendous difference in their evening routine. For example, mealtime at home was on a much more flexible schedule than at the residence where the hours were rigidly set and did not necessarily suit the swimmer's routine. Food, of course, was an important factor as far as the swimmer was concerned because he consumed a considerable amount of it at frequent intervals. At home the quality, variety and quantity were better controlled for the athlete. Furthermore, since all these swimmers were former club swimmers, parents were more conscious of the swimmers' nutritional requirements, wants and habits. Parents were obviously more understanding of these needs than the institutional dietician whose main concern was to feed approximately two thousand residence students as nutritionally as possible.

Parental support had been a very important and necessary element throughout the swimmer's club experience, and this support was still evident now that he was a Varsity swimmer. One live-at-home swimmer said it very simply:

> I know my parents - well, they support it but they don't talk about it too much at home. It's more or less, well, I came home later at night and Mom has to have the food ready later. So as far as that's concerned, she more or less makes everything possible for me to swim.

For many live-at-home swimmers, the strong supportive atmosphere at home had been a very positive influence in establishing their system of priorities. Swimming had held a very lofty position next to academics all the way up through the educational system. The regimented swimming club system had taught them self-discipline and how to efficiently apportion their time around their swimming schedule. Swimming had been a way of life: family life had revolved around swimming.

The university student-swimmer was the firstborn (see Profile) and had one or two younger brothers or sisters still going through the club system. Because of this, parental support was still a strong and continuing influence. This, despite the increased social and peer pressure at the university level, many live-at-home student-swimmers found that their priorities had not changed drastically, and certainly, the supportive atmosphere at home had not changed. What had changed, though, was their commitment to swimming. They were no longer expected to train four hours per day. But for most, swimming had remained a high priority!

> Well, overall I would say my academic is most important, that's why I am at university. Swimming's really important - it takes the secondary role to academic and I think my social life is .... well, I enjoy a good time but I don't go out every weekend or anything. I think that's probably a low priority but I make sure there's enough of it there.

Because of the supportive atmosphere that existed, living at home reinforced that order of priorities for most university student-swimmers.

However, it should be pointed out that three of the swimmers who quit the team were live-at-home swimmers. They had moved social development up the priority scale ahead of swimming. Although their reasons for quitting are subjects of a later chapter, it is of interest to note here that the atmosphere at home was somewhat different. They had received strong parental support throughout their eight or ten years of club swimming, but now the priorizing was their responsibility. Since they had chosen to go into engineering, education was a greater priority and social development was an important part of that education. Noteworthy as well is the fact that in these three cases, there were no younger siblings at home involved in swimming. Therefore, the usual supportive atmosphere for swimming was no longer present and no longer an influence in setting his priorities.

Another advantage to living at home was the fact that the swimmer had a good deal less social pressure placed on him. Where the live-in-residence swimmer was continually pressured to socialize, the live-at-home swimmer returned to the quieter, less socially stressed atmosphere of family living. Once he got there, the swimmer was assured of a good meal, sufficient time to study and do homework and most important, a good night's sleep. There were no peers around to entice him to a floor party or to keep him awake by partying or sounding alarm bells in the dead of night. His social life outside the home was generally reserved for weekends. After a training session he usually arrived home quite late and with supper and then studies, he had little time to socialize outside the home during weekdays.

One disadvantage of living at home was highlighted by the transportation problem. Getting home after practice was a time consuming procedure for the live-at-home swimmer who did not have use of an automobile. Part of the problem was the late finishing hour of the training sessions (7:30 P.M.). After showering quickly, towel-drying his hair and changing into street clothes, it was usually close to eight o'clock by the time the swimmer was standing at the bus stop. The bus transportation system, of course, was the other part of the problem. At that time of night, buses ran only every hour; thus, if the swimmer missed his bus, he had to wait an hour before the next one came along.

Finally, one of the most striking differences between the two "types" was evident in the way each was being socialized into the University student culture. For the live-at-home swimmer, it was a very gradual socialization process because of his continued ties with the family community. His independence was developing slowly. On the other hand, the live-in-residence swimmer gained his independence suddenly. His family ties were temporarily severed and he was now in the midst of intense peer pressure and social pressure. How he handled those pressures was highly dependent to a great extent upon his maturity as a young adult and his order of priorities.

Comment

This chapter has dealt "with two major strands which characterize studies in culture and personality: how the actors are like no other men, and how they are in some ways like other men" (Wolcott, 1973:64). No personality inventory was utilized, but the perceptions of the actors and by the actors presented seem to make certain characteristics apparent. The Coach appeared to be highly achievement-oriented as his ambitious lunge up the social ladder would indicate: from club coach to university coach and professor. In coaching, Mervyn had apparently found ways to achieve prestige, acceptance and a great deal of ego-satisfaction which has undoubtedly helped him to persevere in a difficult profession that has demanded of him a fifteen hour work day.

The Varsity swimmer, on the other hand, appeared to be much like any other university student with academic pressures and the social pressures typical of the Canadian young adult. But he was unlike many university students because of the added pressures of his athlete-swimmer role. After years of regimentation in swimming clubs, he appeared well-disciplined, achievement-oriented, and possessed a well-defined system of priorities. Having selected a professional faculty in a Canadian university, his academic and education as first priority was evident.

With the actors more fully exposed as total persons, the next two chapters will focus on their specific roles as coach and as swimmers.

CHAPTER V

THE ROLE OF THE COACH: WHAT THE COACH DOES

As previously mentioned, Coach spends a great deal of his day in the pool. His actual working day begins and ends with a swimming practice. Much of the time interval between these two practices is preoccupied by office work relating to swimming in general, and the coaching of swimming in particular. In this chapter we are going to examine the formal and informal activities of Mervyn Duncan as he goes about the business of playing his role as coach of the Varsity men's swimming team. More specifically, we shall probe Mervyn's role as "Master Coach" in the four primary role social settings - at the office, in team meetings, in team practices and at swimming meets. The chapter will focus on his interactions with pertinent "others" in his coaching subroles in each of these settings.

The proportion of energy devoted to examining and describing each of these subroles was dictated by the proportion of the coach's total time spent in that setting. For example, since so much of the coach's time is devoted to team practices it was deemed justified for the investigator to allot a proportional amount of his time to examining his role at training sessions. While to suggest that the coaching process is restricted to the activities in practices would be obviously naive, practice behaviour is undoubtedly a priority coaching subrole. An old sports cliche stipulates that "What you do in practice is what you do in the game or meet." Many sports people seem to accept this dictum that successes or failures in swimming meets are directly related to the work or tasks performed during practices.

Nevertheless, before turning to this microscopic perspective of the coaching role, it is essential to provide first a macroscopic view of the total range of activities pertinent to this role. Obviously, within the social structure of the small world of university swimming, there are roles played by other people (swimmers, assistant coach-manager, and lifeguards) but the coach holds the most prominent position. Thus, we are going to focus on the coach as he attempts to intervene (guide or direct, if a more positive term is required) as a special member of the social system.

The coach is involved in an endless series of face-to-face encounters with the group of swimmers or with the individual swimmer. This type of close interaction makes the coaching role a very personal one. In this context, the author follows the lead of Wolcott (1973:88) and Goldschmidt (1972) and employs the term encounter in the broader sense to include Mervyn's "participation in any significant interactive setting". Nevertheless, much of the meaning attributed to "encounter" by Goffman (1961:17-18), appears highly relevant in Mervyn's coaching particularly in his use of "confrontations" where coach and athlete-swimmer are definitely in an "eye-to-eye ecological huddle". Of great interest also is the fact that Mervyn, on more than one occasion, referred to coaching as a "series of confrontations between coach and swimmer". Although the word "confrontation" is not quite synonymous with the term encounter, Webster defines each as a"face-to-face meeting". The difference in meaning lies in the fact that the dictionary applies an element of surprise or unexpectedness to the

TABLE 5-1 Taxonomy of the Activities of the Master Coach at the Office, at Practices, at Meetings and at Meets.

Setting			Activities of Master Coach
OFFICE			Does correspondence for City Club and Varsity Team
			Files
			Interacts on telephone
			Writes newsletters for Club and Varsity Team
			Prepares training sessions
			Prepares for teaching swimming class
			Counsels swimmers
PRACTICE SESSION	GETTING READY		Changes into coaching gear
			Unlocks pool doors
			Turns on pool lights
			Writes "warm-ups" on chalk board
			Commands swimmers to set up pool for practice
			Socializes with swimmers, assistants, lifeguard, manager.
			Gives command to begin warm-up
			Returns to board to write rest of training session
			Reads the water
			Assigns late-comers to lanes
			Blows whistle to signal end of warm-up
	DIRECTING THE PRACTICE	GIVES INSTRUCTIONS	Outlines verbally to group what to do and how to do it.
			Re-assigns some swimmers to lanes
			Explains to each lane or groups of lanes what to do.
			Gives command to start piece of work or blows whistle.
		GIVES FEEDBACK	Talks
			Rides
			Hustles
			Confrontations
			Challenges
			Modeling-positive
			modeling-negative

TABLE 5-1 (Continued)

Setting			Activities of Master Coach
PRACTICE SESSION	DIRECTING THE PRACTICE	GIVES FEEDBACK	Praises Scolds Scowls or gestures in desparation Ignores Attends Times Records swimmers' times Jokes
	ENDING THE PRACTICE		Blows whistle and commands swim down Transcribes practice session into log book Checks to see that swim down is performed Assigns swimmers to remove lane ropes, backstroke flags. Socializes Counsels individual swimmers Leaves pool area
MEETINGS			Arrives at venue Assembles team members Delivers his speech Provides time for questions Socializes Commands practice to start or dismisses team.
MEETS	BEFORE MEET		Arrives at venue Gives "pep talk" Socializes Goes to team bench Supervises warm-up Times swimmers

TABLE 5-1 (Continued)

Setting		Activities of Master Coach
MEETS	BEFORE MEET	Confers with manager, meet officials Returns to team bench
	DURING MEET	Checking list of events Confers with swimmer before each race Times swimmer Urges swimmer Confers with swimmer after each race Interacts with manager Interacts with team
	POST MEET	Waits for announcement of team results. Socializes with team, other coaches, meet officials. Leaves pool area.

word encounter whereas the term confrontation implies a deliberate meeting. Goffman has developed his own restrictive meaning of the word which seems to "fit" quite well when walking about the coaching process, particularly in the practice and meet settings. In the context of the other settings, office and meetings, Wolcott's broader interpretation appears to be most appropriate.

The four major settings in which the coach's role activities are most evident are provided in Table 5-1. The Table also outlines the coaching subroles displayed by Master Coach as well as a sample of typical activities performed by the coach in each of the four settings.

I. THE COACH AT TRAINING SESSIONS

To collect the data for this particular section, the author had anticipated using some standard observation-category system of interaction used in school classrooms. But, after many hours of observing the coach and his athletes, it soon became evident that the best approach would be to develop categories of interaction from direct observation of Mervyn's coaching of the University swim team, similar to the approach used by Tharp and Gallimore (1976).

Table 5-1 displays a relatively detailed taxonomy of the sequence of activities performed by the master swimming coach during the practice sessions. The pattern of activities presented in this table was repeated in routine fashion throughout the more than 100 practice sessions observed by the author. The taxonomy of activities of the master coach provides the reader with a comprehensive classification of activities that he can compare or check with the description of the two practice sessions in Chapter III. For the same reason and for the sake of clarity, the taxonomy is organized in the more familiar practice plan used in sports coaching and analagous to the standard lesson plan used in educational settings.

To avoid redundancy, this section will only describe those activities that have not been described in Chapter III or those that are not self-explanatory. A great deal of attention will be focused on the coach's ways of interacting with his swimmers during the practice.

Getting Ready

This phase of the practice session deals with the mundane routine of "setting up" or structuring the physical environment so that the swimming practice can actually take place.

It is a provincial pool regulation and a University policy that no one may enter the pool area unless a qualified lifeguard is on duty. As the season wore on, however, and as the lifeguard tended to arrive late, Coach being a believer in promptness, took the responsibility of unlocking the pool doors and switching on the pool lights. Usually, the lifeguard appeared shortly after and helped to organize the pool for the workout.

Normally the swimmers did not enter the water until the lane ropes were in. Thus, there was a short interval of time when the swimmers were "milling around" interacting with one another and putting on goggles and caps. It is this short time period that Mervyn, after writing the warm-up on the blackboard, frequently used as an occasion to "socialize" with the swimmers. This meant urging swimmers in a friendly, often jovial and joking way, to get in the water and begin the warm-up. Usually the coach would walk along the north end deck prodding, pushing gently, bantering with the swimmers. It was during this time that the more "physical" aspect of Mervyn's coaching became quite evident. In Gough's Interaction Analysis System (1966), this aspect of coaching would be classified in the "Affective Clarification and Acceptance" category because the coach communicated verbally and/or nonverbally his support of, or acceptance of the athlete's emotional state at that point in time. For example, as he walked by Skip, a second year dentistry student, he jokingly asked, "Skip, how are you today? Did you have a good day looking into people's mouths?"

Or he might sidle up to one of the female swimmers, put his arm around her waist, give her a big hug and walk her over to her lane: "You go in this lane, sweetheart!"

The physical contact was more evident in his relationship with the female swimmers and very seldom exhibited during practices with the university men. It should be pointed out that Mervyn is a person who, either by nature or because of his cultural background, always stood in close physical proximity to the person with whom he interacted. Then too, he advocated that a close personal intimate relationship should exist between the swimmer and his coach. The Coach felt one has to be extremely sensitive to the needs, wants and moods of the swimmer in order to be able to better help the athlete in times of psychological stresses due to training and/or competition.

Once all the athletes were in the water swimming the warm-up, Mervyn walked along the south side deck, stopped and "read the water". This expression "reading the water" means that the coach scrutinized the swimmers in the pool checking stroke technique, assessing fitness and general ease in performing the work assigned. The whole process helped him set the time of the workout that would follow.

Mervyn then returned to the blackboard and finished writing the rest of the workout for the session. Once that was completed, the Coach returned to the north end deck and inquired from one of the swimmers: "How many more, Clive?" Clive indicated two with his fingers.

Mervyn checked the time; it was five-thirty. He blew his whistle, shouted, "Finish up!" and stood waiting for the stragglers to come in. Mervyn never allowed more than thirty minutes for the warm-up. The main body of the practice session, the instruction phase, was about to commence.

Directing the Workout

In this phase of the practice session, the coach played a great many subroles. Once the swimmers had finished the warm-up and were assembled at the north end of the pool (in the water), Mervyn outlined verbally the general type of work to be done (Pace, technique, speed etc.). He then re-assigned certain swimmers to different lanes, particularly if he had incorporated choices within the workout. All may have been working on endurance, but Mervyn decided who would do the batch of 200's, 500's and 800's. When the session was structured as such, Mervyn always indicated who swam what and where by writing their names under the different workouts outlined on the blackboard. To assure complete understanding, he then went to each lane and explained briefly what they had to do. On the other hand, if the swimmers were all doing the same program, he would repeat the instructions to all of the swimmers together.

Usually the practice was organized around one main "piece of work" preceded by one or two pieces of work which provided a gradual build-up to the main theme. He then followed up with a batch of sprints and ended the practice with the swim down.

Once the first piece of work had been assigned, the whistle and the stop watch became the most consistent elements in the Coach's feedback system. Mervyn used the whistle like a traffic policeman, to control the flow, the pace and the intensity of the workout.

A sharp blow of the whistle commanded the first wave of swimmers to start their lap of 50 yards. The second wave prepared to start on his command, "Ready!" but did not leave until the whistle sounded again. This process continued until all four waves of swimmers had started their laps. In between the whistle blasts, Mervyn interspersed verbal feedback: "Jack, that time is rubbish! C'mon man, you can do better than that!"

Obviously, when the program called for "continuous" swimming or long distance swimming such as a batch of 800's, the whistle became less important to the control of the workout.

The other important instrument in Mervyn's coaching kit was the "timer", the stop watch. The large timing clock above the blackboard ran continuously during all the practices, and Mervyn carried around with him his personal stop watch which he used continuously. The swimmer was expected to know his "time" for each lap he swam. Frequently Mervyn would ask a swimmer, "What was your time on the last one?" and if the swimmer did not know then he was immediately berated by the Coach. In no time at all, a novice swimmer became extremely clock-conscious under the influence of Mervyn's coaching. The "timing" of swimmers provided some very obvious and realistic feedback for both the swimmer and the coach. It provided an immediate assessment of the quality of work the swimmer was doing. Both coach and swimmer could compare it to the swimmer's previous best time. If the swimmer deviated excessively from the mark, then the "time" constituted in essence a "scold". If the swimmer was near the mark, then the "time" served as positive reinforcement to the swimmer. The coach could further intensify the reinforcement by varying the tone of his voice and adding a verbal statement when he gave the swimmer his time: "Thirty point two, that's good, Don, keep it up!" or "Thirty-four five! That's rubbish!"

But there is a great deal more to Mervyn's coaching actions than a whistle and a stop watch although to the casual observer this may well appear to be the case. Admittedly, this microscopic view became a major concern for the researcher as he tried to apply standard observation-category systems to Mervyn's coaching. The author had anticipated finding the usual instances of reinforcement, punishment, instruction, feedback, modeling and a great deal of individualized instruction. Of course, instances of those broad categories of interactional behaviours were found; but there were other teaching devices used by Mervyn that were not immediately evident within the context of those categories. It was only after a few months of daily observation that a pattern of interaction began to evolve. Table 5-2 summarizes the category system which finally developed.

The categories of interaction must be taken in the context of the five month training season for the Varsity team. As well, the nature of the practice session dictated to some degree the categories of interaction that Mervyn used. For example, in the sessions where continuous swimming comprised the bulk of the workout, categories such as "Talks", "Modeling", and "Confrontations" were not frequently observed. Lastly, there was a definite gradual shift from the negative to the positive reinforcement categories as the swimming program went through its different phases. Thus, during the "build-up" or fitness phase, Mervyn used many of the negative categories such as "Rides", "Scolds" and "Confrontations", whereas, in the precompetition phase, he accentuated the "positive" and praising became the dominant interaction category observed. His "Talks" emphasized the positive side of swimming:

> Think positive, look only for a positive performance; eliminate the negative things from your performance. For example, don't drift in; don't do a front crawl stroke tumble turn when swimming backstroke.

How Mervyn interacts with his swimmers

This section defines and describes the categories of behaviour Mervyn utilizes in his interactions with the swimmers. Reference is made to Table 5-2 throughout this section.

TABLE 5-2 The Master Coach At Work: How He Interacts With His Swimmers

Category	Description
Instructions	Verbal statements about "what" to do and "how" to do it.
Commands	Verbal directives and whistle blowing.
Socializes	Smiles, pats, embraces, hugs, joking and verbal statements inquiring about socio-emotional state.
Talks	Series of verbal statements which inform, instruct, praise, scold. (Contain elements of sermon or harangues.)
Rides ("Sits on")	Continuous negative feedback directed at one individual (Stressors to intensify the behaviour of the swimmer.)
Hustles	Verbal statements to intensify previously instructed behaviour (Tharp and Gallimore, 1976:76).
Confrontations	Face-to-face encounter with individual swimmers [Goffman's eye-to-eye ecological huddle.]
Challenges	Verbal statements to intensify the performance effort and directed to an individual or to the group.
Modeling positive	A demonstration of how to perform.
Modeling negative	A demonstration of how not to perform.
Praises	Verbal compliments.
Scolds	Verbal statements of displeasure.
Nonverbal punishment	Scowls, gestures of despair.
Ignores	Avoidance of interaction with a swimmer.
Attending (Reading the water)	Scrutinizing of the swimmer's stroke technique.

Instructions. These are verbal statements about what to do and how to do it. After the warm-up and before every succeeding piece of work, Mervyn explained what they were about to do, and why they were doing it and how they should do it.

> Okay, this morning we'll do 6 X 500's on technique. Start with 50 easy, then 100 medium, then 100 hard. Do it twice and that's 500. Easy means a nice and easy stroke thinking about technique. Especially you, Darren!

Commands. This category contains verbal and nonverbal acts which demand immediate and active compliant response. Thus, any request by the coach which demands an answer by the athlete also falls into this category. "How many more (laps), Jon?" must be answered verbally or nonverbally by the athlete.

"Ready? Go!" is an obvious order (and an extremely frequent one) which immediately springs the swimmer into compliant action. There are no "ifs" or "buts", the athlete begins his performance instantly.

A blast of the whistle is frequently substituted for the word "Go" and serves the exact same purpose - demands immediate nonverbal action. (The use of the whistle to increase the pace or intensity of the workout was mentioned previously and the same comment applies to this whole category.) The frequency of this category typifies Mervyn's "command" style of teaching (Mosston, 1972).

Socialize. This category which was previously mentioned as being similar to Gough's "Affective Clarification and Acceptance" category became more frequently used late in the season. The category includes verbal statements and/or nonverbal acts which communicate the coach's concern for the athlete's emotional state.

Often it was in the form of a question: "How does that feel, Dick?"

In terms of a nonverbal communication this tended to be an affectionate hug or embrace, a gentle slap on the thigh for the females or on the back or shoulders for the males. During the precompetition phase of the program, Mervyn, after giving one of the females a big hug said, "I increase the hugs and embraces at this time of the season. You'd be surprised to learn just how much a little hug helps them at this stage."

Talks. These are a series of verbal statements which contain information, instruction, praises or scolds and are in many ways synonymous to "pep talks", chalk talks and harangues. They are usually monlogues and may be brief or lengthy.

Here is an example of a brief "talk":

> Okay, don't be careless when you work because you are making it much harder for yourself later on. When you do technique, you must think and concentrate - show evidence that you are thinking.

The following exerpt from the fieldnotes reiterates a "talk" which Mervyn delivered when he was visibly upset over the poor turnout of Varsity swimmers. It represents more the "harangue" type of "talk".

> I spent the afternoon arranging an incentive for the team, but with the poor turnout, one has to wonder. I had planned a short, hard workout for tonight but I feel like I'm playing in the hands of those who are not here because now instead of a half it is only a quarter of the program. Perhaps the best thing is to have on the team only the guys who attend regularly. Maybe we can get the girls (University women's team) to do the same thing. We won't have the best team that way, but we will rise and fall with that team.
>
> Many missed the Sunday practice. Sundays are no excuse for

> being absent. I just can't think of any reasons for being away on Sundays. There are no reasons for being away.

"Ride" or "sit on". During almost every session, Mervyn "sat on" an individual. Frequently, he would "sit on" the same individual for a week at a time. This category implies giving an individual continuous negative feedback; pushing the individual to his physiological and psychological performance limits. The coach is on the swimmer's back relentlessly and mercilessly attacks him verbally.

This category was used by Mervyn mainly with his Club swimmers. He did "ride" some Varsity members, but never for a week at a time. Also, certain swimmers appeared more apt to receive that kind of treatment than others. Generally speaking the senior Club swimmer fell victim to this type of teaching device when it was applied over a long interval of time. On a given day, at a given practice it could be any swimmer who appeared indifferent or who was not "putting out" as much effort as Mervyn expected of him.

The "ride" became a continuous series of scolds, hustles, nonverbal punishments and perhaps the occasional mild praise. Frequently it ended with a praise if the swimmer had responded favourably. It was quite evident that Mervyn was going to ride roughshod on an individual because he usually got himself a chair, stationed it at the lane in which the victim swam, and with his stop watch in hand, he devoted his complete attention to monitoring this one individual.

Obviously this kind of treatment was meted out only to individuals that Mervyn "knew" quite well and perhaps this explains the reason why he did not use this teaching device extensively with the Varsity swimming team. He was in his first year of coaching the University swimmers and obviously did not know them as well as his club swimmers.

For a fine example of this category, the reader should turn back to Chapter II, where a practice session is described in which Mervyn "sits on" or "rides" a particular swimmer. Another example may be found in Appendix D.

Hustles. These are verbal statements or nonverbal gestures to activate or intensify the performance of the swimmer. The definition given to this category is the same as the meaning attributed to "hustles" by Tharp and Gallimore (1976). There may be differences in the interpretation of what constitutes an actual "hustle", but the purpose is clear; it is meant to intensify behaviour. And as Tharp and Gallimore (1976:76) point out, "In addition to their function as cues, hustles may serve some players as scolds and others as positive reinforcement."

In observing the Master coach, the author had a tendency to denote hustles as verbal and nonverbal encouragement. Consider the following situations as examples of hustles.

(a) The swimmer, in a practice emphasizing speed, was being timed by Mervyn. The coach simulated the actual 100 yard race situation and the swimmer had a target time at which to aim. In the swimmer's last lap, Mervyn ran ahead of him with one eye on the swimmer and the other on his stop watch and waving his left arm in a beckoning gesture, urged him on shouting, "C'mon! C'mon! Kick harder!"

(b) Or it may be applied to a group of swimmers who were all doing the same piece of work. For instance, the swimmers may have been doing their last piece of work before the swim down, a batch of sprints (25 yards). In this case, Mervyn would half walk, half run along the deck urging an all-out effort by clapping his hands, waving his arms and shouting, "C'mon! C'mon! Harder! Go harder!"

Once again it must be pointed out that the whistle and the stop watch played an important part in regulating the intensity. Unquestionably, they both served to put a lot of "hustle" in the activity session.

Confrontations. This category which was observed infrequently over the season, exemplifies Goffman's "eye-to-eye ecological huddle". Here, the coach was in a face-to-face encounter with an individual swimmer. It was seldom a very pleasant interaction. Confrontations were usually initiated by the coach, although some appeared to have been initiated by a swimmer or swimmers. Although some occurred outside the swimming pool area, most unfolded on the swimming pool deck.

There were a variety of reasons which were antecedant to actualizing the confrontation. It may have been that the swimmer had become indifferent or lackadaisical about his training or had not responded to being "sat on". It may have been that the swimmer had been quite irregular in his attendance at training or was not "putting out" in workouts the quality of work expected from him. In other words, the swimmer was operating at a level far below his expected potential, whether it be in terms of discipline or swimming performance.

Generally, the confrontation occurred only after the undesirable behaviour had been tolerated for a period of time. Often the confrontation had been brewing for some time before it exploded into a toe-to-

toe encounter. On a few occasions, Mervyn had prewarned the author that a "confrontation" was imminent. So it is apparent that confrontations did not occur spontaneously but were the result of deliberate strategy by the coach. Then again, there was always some provocation from the athlete due to his display of undesirable behaviour.

There is a need to qualify the use of the word "infrequently" in the definition of this category because what is really implied is that the category was not observed at every daily practice session. Nevertheless, over the five month season, it was observed on numerous occasions in the swimming pool area.

Some of the confrontations were very brief while others lasted up to ten minutes in length. In most cases, Mervyn did the talking with minimal verbal response from the swimmer. This was particularly true of the confrontations with the younger club swimmers. Generally, Coach was the winner, but there were occasions when it was a draw and a few occasions when he lost.

Because of the nature of the confrontations, whereby the two protagonists are in close proximity to each other, and also because of the tremendous amount of noise in the pool, obtaining the verbal interaction was a difficult chore, to say the least. The researcher was in a double bind in this case; if he stood too close to the subjects, he risked interferring in the verbal exchange by being drawn into the conversation; if he stood too far away then he was likely unable to hear what was being said. Either way, verbatim notes became an impossibility. Recording on a tape presented similar difficulties.

Fortunately, in spite of these difficulties, the researcher was able to record the essence of several confrontations that occurred in the swimming pool area. The following confrontation is exerpted from a Monday evening practice following a weekend meet. The practice was an unusually hard workout and resulted in a few brief confrontations. Only one is reported here.

> Larry, (Mervyn's best Varsity swimmer), got out and sat on the edge of the pool massaging his left foot. In a few minutes, Mervyn, with a scowl on his face, came over to him and in a cynical voice said, "Larry, why don't you go to the other pool (West pool where the women held their practices) and puddle around and do as you like; there aren't as many over there."
>
> Larry sneered, "Humph!"
>
> Mervyn pursued it further. "Larry, I hate it when I have a hard session on and guys get out of the pool. You do it all the time!"
>
> Defensively, Larry retorted, "I can't help it, I've got a cramp in the arch of my foot."
>
> Mervyn said nothing but gave him a disgusted look as he shrugged his shoulders.
>
> Larry got up in a huff and picked up his towel and shampoo and with a very insulted look on his face, left the pool. He came back a few minutes later, retrieved his hand paddles and without glancing at Mervyn, left again.
>
> Mervyn came over and explained to the researcher, "Larry never shows up the day after a meet. Surprisingly he came today but he always fluffs around when I have a hard session on. When guys sit on the edge of the pool it looks bad."

In that particular incident it would appear that the confrontation ended in a draw because neither protagonist obtained the desired result. Mervyn was unable to get good performance from the swimmer whereas the athlete was unable to "fluff" around as he had hoped to do.

This second example of a confrontation, with a senior female swimmer, was recorded (not verbatim) at an early morning practice session. The coach had been anticipating for days that a confrontation was impending. The confrontation occurred three-quarters of the way through the training session and although it had been brewing for days due to the swimmer's apparent indifference as she merely went through the motions, the behaviour that sparked the confrontation was the inattentiveness she displayed while he was giving instructions. While he spoke, she was shaking her head and not paying a bit of attention to what he was saying. (At least that was the impression she gave.) Once Mervyn had finished with the instructions, he gave the command to start and while Agatha awaited her turn to start he shouted, "Agatha!" and beckoned her out of the pool. She unhurriedly climbed out and walked over to him. The expression of indifference on her face suggested that she was expecting the confrontation. Mervyn lit into her.

> Agatha, I have the feeling that you resent me. Your behaviour suggests that very strongly. There's a problem; I don't know what it is, but it is affecting your swimming. Your concentration is gone! You are easily distracted! Your mind is not on swimming! You are completely inattentive; you are not listening to me!

Agatha's face was flushed but she kept her composure and determined not to be intimidated she said, "I do listen; I had water in my ear and was merely shaking it out. You are jumping to conclusions!"

Mervyn: Hey! We are talking about something bigger than shaking water out of your ear! That's incidental! We are talking about your coachability as an athlete! If you don't listen, don't pay attention to what I say, then I can't coach you. We're talking about a direct line of communication between coach and swimmer and about trust. That seems to have disappeared from our realtionship. Think about that! Do you think I'm right?

Agatha looked down and replied, "Yes."

Mervyn reiterated, "Well, think about it."

Agatha dejectedly returned to the pool.

Challenges. These are verbal statements to intensify the performance effort and is directed to the individual or to the group.

It is well accepted and recognized that training sessions have to be challenging in order to sustain the athlete's continual interest.

With daily training sessions, this is a tremendous challenge to the coach, to say the least. But this is not the kind of challenge that is referred to here. This category refers to the issuing of a direct challenge to the athlete(s) by the coach.

Mervyn: Don, I'm going to challenge you! Can you do two 4:10's?
Don: Sure. Are you sure you mean two 4:10's?
Mervyn: Yes, 4:10's, 4:10's. Are you sure you mean it?

It was a moment before Don realized what it really meant. A look of uncertainty spread over his face.

Mervyn: Well, have a go at it!

The lane was cleared and all eyes focused on Don.

Mervyn: Ready?

He blew his whistle to start Don and timed him on his stop watch.

Mervyn: 4:06 - Good! Four seconds! Ready!

Again Don started on the blast of the whistle. By the last fifty yards, Don slowed right down despite Mervyn's urging, "Hey! C'mon", as he ran alongside the pool. The last twenty five yards Don merely drifted in. Mervyn stopped timing him as Don stood bent over in the water breathing hard.

Mervyn: Good try, Don!

Very often the challenge was issued to the whole group of swimmers, but the response was always individual in nature. For example, during a short but hard practice session, after they had completed a 2000 yard plus warm-up, Mervyn inserted a set of (20 X 50) fly - a grinding piece of work for most swimmers. Mervyn said, "This next piece is really hard! We're going to find out who is really fit! I'll bet you can't do this! Let's see how many can accept the challenge. Ready? On the 60! Go!"

After a few sets, Skip climbed out of the pool and sat on the deck with his arms clutched around his knees. The coach started over and shouted, "What's the matter, Skip?"

Skip muttered something to the effect that he was tired and couldn't do it. The coach, with a scowl on his face said, "You old softie, Skip, go to lane #6 and work on your own."

Skip picked up a kickboard and as he walked by the coach heading for lane #6, he tossed the board up to the pool ceiling and as the board hit the deck in front of him, he quickly veered to the right and left the pool area in a huff.

The frustration of the swimmer in not being able to meet the challenge was seldom so vividly displayed. In this case, the swimmer was a good one who attended training sessions regularly. It was discovered later that he had not been tired but that his shoulders were sore and giving him trouble.

Modeling-positive. This category is simply "a demonstration of how to perform" (Tharp and Gallimore, 1976:76).

Modeling-negative. This category is "a demonstration of how not to perform" (Tharp and Gallimore, 1976:76).

Generally, the Master coach used these two categories together or in a combination. He demonstrated how the performer did it (modeling-negative, M-), and then modeled the correct way to perform the act (modeling-positive, M+). On rare occasions he reversed the sequence and when he did, he usually followed the sequence M+, M-, M+.

The demonstrations were always very brief and accompanied by a verbal explanation.

> Clarissa, finish your stroke, little girl. Here's what you do (He demonstrated her arm action). Here's what you should do (He demonstrated the correct action). Finish the stroke; brush your thigh with your thumb! That way, you will know you have finished your stroke.

One can appreciate the difficulty of demonstrating a swimming stroke on the pool deck and thus accept the fact that Mervyn did not use modeling to any great extent. He was articulate in his speech and relied much more heavily on verbal description.

Occasionally, he pulled the swimmer out of the water to explain and demonstrate proper technique to the individual. He then followed this up by having the individual go through the technique as he did it and then as he should do it. He would pull the person's arm through the proper motion explaining and stressing the important parts of the movement.

Praises. These are verbal compliments; e.g., "Good, Denny, very good; keep that up".

When Mervyn praised it was usually aimed at one individual although on a few occasions he praised the team.

Scolds. Verbal statements of displeasure fall into this category. As with praises, Mervyn embedded a player's name in his shout about a specific undesirable behaviour. Several examples follow.

> Connie, you didn't hold it! (Connie said, "I can't".) Connie, you didn't want to hold it; when you say you can't, it really means you don't want to do it. If you don't want to do it, you should find something else to do elsewhere.
>
> Clarissa, you're a nightmare! Now breathe every four.
>
> Thirty-three! C'mon, you can do better than that!
>
> No, Marion, sweetheart, you are not using your legs. You are in a dream! Use your legs off the wall!
>
> C'mon, loverboy, push off the wall with your legs. Use your brain, use your feet!

Frequently, as can be noted above, Mervyn's scolds were laced with sarcasm, sometimes to the point where the observer felt quite uneasy being present. He was not punitive in the sense that he was mean or used physical punishment such as swimming extra laps, but as Tharp and Gallimore have noted of Wooden, Mervyn used "withering reproofs".

Again it is imperative to note that as the season wore on and the program shifted into the precompetitive phase, Mervyn gave frequent positive reinforcement to his swimmers. The observer was initially stunned by the great amount of negative feedback probably because the "build-up" phase of the program lasts approximately two months. This is the phase in which he "whips" his team to that hard edge of conditioning that makes the difference between success and failure in the dying moments of a swimming race.

Nonverbal punishment. This infrequent category included scowls, gestures of despair and gestures of disgust. Example: Fred, after reading the Team Notice concerning the training camp schedule, went to Mervyn and told him that he was not going to Vegas and therefore would not train this next week. Mervyn shrugged his shoulders in disgust and turned and walked away from Fred.

This category is classified as infrequent because in most cases these nonverbal expressions were accompanied by a verbal statement and this constituted a "scold".

The ignore policy. This category could fall under the nonverbal punishment category mentioned above but, because it is such a commonly used coaching device, the author felt that it should be discussed separately. The effect of this category on the athlete can be devastating thus the coach must be very discriminate in its use. As the nomenclature suggests, the coach "ignores" or avoids any interaction with the athlete for a period of time, a day, three days or a week. For the athlete who is accustomed to a great deal of interaction with the coach and who finds the "scolds", the "rides" and the "confrontations" reassuring of the coach's caring and interest, to be suddenly cast aside and ignored by the coach can be a shattering experience.

In team sports, the athlete who is a victim of the "ignore policy" usually realizes that the end of the relationship is close at hand. All that hollering, yelling, abuse he took from the coach has come to a stop and now the coach literally ignores him. At the end of the practice he learns from a posted list that he has been "cut" from the team.

Mervyn did not carry the ignore policy to that extreme. He used it consciously when other tactics did not yield the desired result: a change in the behaviour. In some cases, Mervyn ignored the athlete's behaviour for a session or two and if a change in a desirable direction did not occur, he confronted the swimmer. Sometimes the ignore policy came into effect after a confrontation had not improved the situation. This was the case with Agatha (reported earlier). A few days after the confrontation with her, her attitude and performance had not improved. Mervyn reported that starting as of that particular day, he would ignore her presence completely; he would not even look at her for a whole week.

The week of ignoring her culminated in another confrontation. In the ensuing weeks there were more confrontations until finally Agatha quit the club. A few weeks later she returned to the club and resumed her swimming.

Attending. The activity refers to Mervyn's pacing back and forth along the north and west pool deck while keeping a watchful eye on the swimmers. Although he displayed this particular behaviour at every practice, it was more evident during training sessions in which the swimmers were doing tedious endurance and long-distance swimming. This activity frequently resulted in Mervyn playfully interacting with the female lifeguard, or chatting with his manager-assistant coach, or conversing in an informative way with the researcher. (Much valuable information was garnered from the Master coach during this attending activity.) But despite these distractions, the coach seemed to have full knowledge of what was happening in the water.

> Hey, hey, Jake, don't cut off! What are you guys doing? It's a one minute rest, not a five! C"mon, Dan, you're just going through the motions.

Ending the Practice

The end of the training session usually comes abruptly. The coach blows his whistle and announces, "Okay guys, we'll leave it there. Do a 600 yard swim down."

During the swim down the coach sat down on the bench and copied into his log book, the training session as outlined on the blackboard. He glanced periodically at the swimmers.

As the swimmers finished the swim down he assigned various swimmers the job of removing lane ropes and backstroke flags, and picking up kickboards and buoys. The other swimmers milled around on the deck before picking up their towels and departing. Some lingered to chat with Mervyn who often reserved a few minutes after the practice for counselling. As a rule, the swimmers left the pool area quickly once the practice had ended.

Humour in the Coaching Act

The use of humour in the coach-athlete interaction has been alluded to on several previous occasions, particularly in the "socializing" category which contains situations appropriate to that kind of behaviour. The Master coach frequently interspersed joking rewards in his verbal interactions with the athletes. Usually the humourous exchange was unidirectional with the athlete as the target. But, there were many occasions when the joking was a two-way interaction which has been labelled "banter" or "a two-or-three-step comment-retort-counter" by Smith and Geoffery (1967:116). For example, at one practice session in which he had assigned 30 X 50's to the swimmers in lane #5, there was a great roar of complaint from that lane.

Mervyn: Shhhh ...... I don't know about you guys but I'm very tired.
Paul: I'm tired! (Laughter from the lane swimmers.)
Mervyn: As a matter of fact someone came in the office and said, "Mervyn, you look tired." and I've been tired ever since. No

one said, "Mervyn, you look fresh".
Jenny: You look fresh! (More laughter.)
Mervyn: If I were fresh, by God, watch out!

This banter took the edge off the difficulty of the assigned task.

Frequently, the Master coach used humour to make a point while instructing an individual swimmer:

> Skip, your head is going all over the place. Just think that you have the last pint of beer left in Metropolis sitting on your head and that you have to get it to the other end of the pool. I'm sure you'll keep you head steady.

His "talks" often contained little bits of humour to emphasize certain points or to soften the tone of his scolding remarks. For instance, he was berating swimmers for poor attendance at training sessions and particularly emphasized the fact that many swimmers did not even offer him an excuse for being absent. He pointed at Barry who had been absent for a few days and said, "Just look at Barry here, just off his sick bed to be with us this morning".

In spite of the fact that the former remark was laced with sarcasm, it tended to soften the bite of his remarks.

Mervyn frequently followed up on these slighting remarks to an individual in front of all the swimmers by later referring to it in scolding that same individual. For instance, after the episode reported above, Barry stopped working and just stood in the water looking sickly pale and dejected. Mervyn went over to him and said, "Barry, I didn't know you had been so close to death. Perhaps you had better paddle around in the diving area."

Humour was sometimes used to stimulate the swimmers into immediate action: "What are you waiting for, guys? We need two more lane ropes in.

Waiting for a miracle? Maybe Skip will walk across the water." The swimmers immediately got busy putting in the two ropes and began their warm-up.

Of course, the humour was not restricted to the verbal interactions because the coach enjoyed clowning around. On many occasions, while making stroke corrections to the group as a whole, he comically demonstrated the undesirable behaviours with grossly exaggerated gestures. Much of the "nonverbal" joking can be categorized under "socializing". Several examples of that type of joking have been cited previously.

With the girls training in the same pool, humourous comments frequently contained sexual overtones although sometimes inadvertently. For example, Mervyn was scolding swimmers for not putting effort into the kicking exercise and pointing at Clarissa he said, "Clarissa, you've got the finest pair of thighs in all of Metroplis and .... (Laughter broke out in the pool) .... I didn't mean it that way ..."

The girls, of course, were frequently the target of his nonverbal joking but as Mervyn said, "If I put my arm around one, I'll put my arm around each one. The girls know I'm joking."

In summary, it may be said that the joking relationship, evident in many coaching situations, had some important implications for the good feeling or general positive sentiment felt by the student-swimmers. It helped to ease the tension in many hard, stressful training situations. It often acted as a buffer to Mervyn's authoritative style of coaching because the student-swimmer soon recognized the fact that he did "feel" for them. It also provided opportunities for the interactionists to elude the final phases of a growing conflict. Many confrontations were avoided because the swimmer reacted favourably to a scold delivered in a humourous fashion. In as much as the hugs and the embraces were positively reinforcing to the recipient, even the more caustic or sarcastic humour was often better than being ignored completely by the coach.

The Master coach seemed to have the talent for joking with the swimmers. He seemed to be able to use humour discriminately during the training sessions, regardless of his mood.

II. THE COACH IN THE OFFICE

Within the setting of the office, the Coach plays out a variety of subroles. Mervyn, as coach of the University men's swim team was also given the job of coordinating the entire University competitive program. Although the women had their own coaches, Mervyn had been hired purposefully to revamp the entire swimming program and to help it regain and surpass its former prestige and successes. As a master coach he was expected to develop a top-flight competitive program for the University. This launched him immediately into the roles of administrator and public relations man.

As an administrator and coach of the University team, Mervyn handled the usual mundane office activities. He read and answered his correspondence; he interacted on the telephone, receiving a greater number of calls than he initiated; he typed memos and letters; he did a tremendous amount of filing (he was extremely meticulous in his filing and any chart or document could be found at a moment's notice). Early in the season, he spent a great deal of his time working on the position paper and organizing the men's swim program. The coach was also responsible for drawing up the wide variety of charts and forms used in the management of the team. Attendance charts, meet entry forms fall in this latter category of office work. Needless to say, these activities were not necessarily performed on a daily basis, but nevertheless, were routinely performed on frequent occasions throughout the swimming season. He frequently typed up notices and schedules which he posted on the bulletin boards in the East pool.

In his role as "public relations man", Mervyn handled most of the publicity for both the club and the University team. He was a prolific writer and used this ability as editor and chief writer of the monthly club newsletter, as well as frequent memos to club parents. At the university level where publicity is handled by a public relations person and the student newspaper, Mervyn assured himself that one of the swimmers would act as news reporter. Nevertheless, he did write a few newsletters which he had distributed to the swimmers by his manager. One of these newsletters is to be found in Appendix B and is included because it typifies Mervyn's writing style and provides a good example of one of the ways in which he attempted to communicate with his team. Furthermore, the newsletter was written at a crisis period in team development, a topic of discussion in a later chapter.

The Coach was also a meticulous planner and detail man. As well as doing a lot of the spade work in the organization of the local meets, Mervyn also arranged the schedule for the Christmas training camp at Varsity pool and in Las Vegas. The Las Vegas trip meant a great deal of extra work for Mervyn who, through personal correspondence and telephone calls, arranged for the training session culminating in a four way meet. In his very organized fashion he attended to the details even to the point of arranging for the team's plane tickets. It is this attention to the fine details that is the trademark of the Coach.

Counselling often formed a major part of the coaching role and was one aspect of his work that Mervyn truly advocated. It was his feeling that the coach-swimmer relationship greatly improved if the time was made available for meeting individual swimmers on a one-to-one basis to discuss their personal needs, wants, hang-ups and really open the communications line. For this purpose, Coach set aside one half hour in the morning and one half hour in the afternoon. Of course, swimmers were welcome to drop in anytime to see him; his office door was always open and he was nearly always there.

Unfortunately, few male university swimmers took advantage of his counselling service as he had anticipated they would, and those who did brought to the fore only swimming concerns. Several reasons for this apparent "avoidance" syndrome displayed by the male swimmers are evident. First, the physical setting was not really conducive to the type of private face-to-face interaction desirable in counselling. Mervyn shared a narrow office with another athletic staff member; an immediate deterrent in terms of providing any substantial confidentiality, a "must" in counselling. Furthermore, he occupied the desk in the back of the office forcing any would-be visitor or counsellee to squeeze by the other staff member to get to Mervyn.

Then too, because the other staff member was involved in the intramural and recreational service program, many students who helped him in the conduct of this program provided a fairly steady flow of bodies in and out of the office or simply milling around the office. Thus, Mervyn's accessibility as well as his potential value as a counsellor was greatly reduced due to the physical setting.

But, in spite of the fact that the counselling subrole appeared to be a valuable aspect of coaching, the university swimmer seemed to have a rather indifferent attitude towards the coach as counsellor. During interviews the author questioned swimmers quite extensively on this topic and very consistently received the same response: "I would not discuss personal problems with the coach unless they were directly related to some aspect of my swimming. I see him at practices for that."

There seems to be a bit of a paradox in Mervyn's thinking about counselling athletes. On the one hand he felt very strongly that counselling was an essential part of coaching because it sensitizes the coach to the swimmer's needs; but, on the other hand, after having received the visit of two female swimmers he said, "God, I hope I am not developing a father image around here."

Finally, as a result of the impractical situation which existed for counselling in his office, the Master coach reserved time at the end of practices to fill that need. Generally, one or two swimmers availed themselves of that service at every practice.

III. THE COACH AT MEETINGS

Mervyn was not a believer in frequent team meetings and it was not until a crisis occurred that he decided to call a team meeting. Nevertheless, there were only a few meetings held during the entire training season. Two were labelled "crisis" meetings, two were meetings held prior to a meet and two were held on Mondays following weekend meets. Except for the October crisis meeting, all the meetings were held in the swimming pool either before or immediately following a training session.

In all the meetings the interaction pattern was the same; Mervyn talked and the swimmers listened. At the end of the monologue, Mervyn usually allowed some time for questions from the swimmers. The meetings lasted anywhere from fifteen minutes for the pre- and post-meet meetings, to one hour or more for one of the crisis meetings. Generally the monologues were well prepared. For example, the coach had outlined very neatly on a few sheets of paper, his monologue for the first crisis meeting.

Two meetings are reported here: the October crisis meeting and the February 28 post-meet meeting. These two meetings have been selected because they reveal a great deal more about the man wearing the master coach's mask and also provide insight into the strains and conflicts of coaching, a topic to be discussed later. The reader is also reminded that Chapter III contains a verbatim report of the second crisis meeting.

The October Crisis Meeting

This team meeting was prompted by the irregular attendance pattern of some of the top university swimmers at training sessions. Mervyn was suddenly faced with the perennial communication problem that plagues many universities the size of Varsity. Mervyn relied on the training sessions to communicate with his swimmers. However, since these swimmers were not attending regularly his best line of communication was drastically ineffective. Therefore, hoping to bring the crisis to a head, Mervyn called a team meeting for Sunday, October 31st. instead of the usual Sunday morning training session. He asked the swimmers who regularly attended to pass the word on to those who were absent. He also had the team manager call each individual swimmer and inform him of the important Sunday meeting.

The meeting was held in a classroom in the Athletics building. Since the team had not been "cut down" officially at that time, most of the "hopefuls" were present at the meeting. It should be noted that the following is not a verbatim report. The meeting has, in fact, been reconstructed from the observer's fieldnotes and a fairly detailed outline provided by Mervyn.

The swimmers were already seated when the Coach entered the room, walked to the front and sat down at a table facing the group. He immediately called roll. Twenty swimmers were in attendance. The Coach began his talk.

> I have quite a few points to go through with you. The first point is to discuss how we have had to assess you. We have reached a crisis point! We have reached a series of crisis points during the past three or four weeks and we must now make two very significant assessments, the first I make, the second you make. Let's

take yours first. As swimmers you are concerned with the following questions: (1) Am I making some kind of improvement? You need at least three or four weeks of work to be able to make that assessment. We are at that point now! (2) Am I really putting out? And really committing myself? (3) Am I really skillful enough to be part of this team at this level?

As coach, I assess you the very same way; I ask the same things too. In this way I assess the swimmers and the program.

Here is some feedback for you. Generally there has been some improvement. Some of the people who have worked the past four weeks have improved. But, some have gone back! If you have not improved, then, "Are you working? Are you practising?" At your stage of maturity and development it is your decision. This relates to: "Am I really putting out?" My assessment is NO, many of you are not putting out. Some are putting out! It may be that I am wrong; perhaps nobody is putting out, while I think some of you are putting out. But you should be working and organizing yourselves a lot more. Your attendances at practices are bad, erratic. So many opportunities are not being used! There is too much weighing up, too much easing off, and too much indecision. These are really important in answering, "Am I putting out?"

Now, "Am I skillful enough?" There is plenty of talent! You should be encouraged to really work at skills; you are at the best and most formative swimming age. But you are typically Canadian - you expect things immediately - diplomatic sitting on the fence - much indecision. The Americans say, "Where can I buy it?" You can't buy it! You have to work for it.

Maturity-wise, you are at the most crucial point in your swimming life. That eighteen to twenty-five year age bracket is an important period for the male swimmer. That's when best results and best experience are achieved. That's when the swimmer is reaching his peak.

So we are at a point where there must be greater decision; at a point of team decision, but individual decision should come first. I shouldn't have to spell this out for you, really, as adults.... but sometimes we need someone to help us make decisions. If you want to do it, then do it! Hope I am not too patronizing .... I had to make the decision and I decided to get out; but I have the experience of having made the decision. Attitude is important here. Too many of you carry the wrong attitude - wear it like a cloak - hide behind a mask.

Alright, this brings us to long-term goals: "What are we aiming to do?" We are aiming to build a team, a cohesive unit with significant group identity. Most of you don't understand the meaning of building team unity, building team identity because most of you operate on the principle, "I'm alright Jack." Individuality is vital but should not be to the ruination of team unity.

We are trying to build some level of individual and team excellence - pride and success are part of that excellence. We need a starting point. We are at that starting point right now.

We are going to get an organized commitment with a minimum of conflicts - with as few conflicts with individual commitments as possible. The more commitments you have, the harder the decision.

Conflicts are always present. There's conflict involved in watching T.V. or doing your essay. I've been faced with that conflict on several occasions these past weeks - sometimes the T.V. wins.

We are trying to build an attractive and meaningful program within/outside Canada for Varsity University. We need incentive, motivation. We are trying to build up an excellent swimming program at Varsity University. Unity, pride and success, dedication and commitment, attractive incentive and motivation - that's what EXCELLENCE implies. These long term objectives need time: commitment: understanding: loyalty: self-sacrifice: support and funding. But we have to be convinced ourselves before we can convince others. Those are the long term goals; but what about the short term goals?

The best kind of short term goal is some kind of serious impact - some kind of startling result. Somewhere we must make an impact to attract attention. We have to do a job; demonstrate our abilities in the face of great odds. At this very time in Ottawa, a Position Paper which I prepared to outline how excellence in swimming can be achieved in universities is being read. But actions speak louder than words. We can't do a job without commitment .... without doing it together. It is like moving a large rock. Consider it like a huge rock blocking the doorway. Individually no one can move it, but if we all put our shoulders to it and push together, we can move it.

This is what leads me to talk about team work. I know the qualities of a good team - I have been fortunate to work with one or two. These past three weeks I have been asking myself: "Our first aim is to build a team - are we achieving this aim?"

The coach is the architect in building the team. But he can't do it alone. This team has an image - not a desirable image - we must change this image.

What do we look for in constructing the team? What do we look for in the framework of a team? The engineer constructs his building on a foundation, a solid foundation. That's the first thing we need - a solid foundation. What is it? Commitment is the solid foundation upon which to build; without it we have only sand. Commitment means being there - attending practices regularly. It means working hard when there - really applying oneself to the task. It means looking for extra work - that's dedication! That's where I see improvement!

The second thing we look for is leadership - positive, regular example - really putting out - leading. What kind of team if there is no leadership. Imagine ... without great generals, no battles would be won! Every construction crew needs a foreman!

There are many opportunities for leadership for everyone; and many levels of leadership. Unfortunately, no one is emerging as leader - no one has come forth to accept that responsibility.

Responsibility! That's the third aspect of team building. It ties in with commitment and leadership. Part of man's social needs is to be part of a group. Along with that goes a responsibility. It is your decision - stick with it. Develop psychological perseverence - accept the responsibility of the decision. Aim to accomplish it as it leads to so many other valuable qualities: self-image, self-respect, self-esteem, self-control, self-discipline and obedience.

Then there's loyalty! Loyalty to the coach and loyalty to the team - the other swimmers. It means loyalty to the ideals of the team over self-interest. This leads to selflessness: concern for others rather than for self.

Lastly, to build this team we need good communication. The communication lines must be open between coach and swimmer. We have to talk to one another! That's the framework of a team; that's what we mean by building a team.

Alright! Sorry guys that I took so much of your time, but those points had to be made. Now, let's get on with other immediate business: team selection. I have told you that the team would be cut down to twenty swimmers after three weeks and then down to fifteen swimmers later. Fifteen swimmers are all we are allowed to have on a team. We must now get on to more specific work and that means that some guys will not be able to continue practising with the team. Stan (the manager and assistant coach) and I have assessed each swimmer, as I have outlined. I hope that the guys who have not made the team will continue to work and try out again next year.

Okay, here is the list of guys who are to come to practice tomorrow. (He read the list of twenty names.) Stan will post this list in the swimming pool!

Alright, that's it, guys. Thanks for coming!

That last comment by the coach concluded the formal meeting. Most of the swimmers got up immediately and left the room. A few remained in the room to question Mervyn about things unrelated to his speech. For example, one swimmer asked whether he knew the metric conversion for both the short and long courses. Mervyn replied that he had them in his office and that he would post them in the pool. Within a few minutes, the room had completely emptied.

A Post-Meet Meeting

The setting for this meeting was the East swimming pool. It was held prior to a training session, thus all swimmers were in their

their swimsuits ready to practise. Mervyn faced the swimmers who were seated on the bench situated in the northwest corner of the pool. It was Monday, 5:00 P.M., and the recreational swimming session was still going on. The meeting was overtly tape recorded and the account that follows in unabridged.

The meeting was significant because it came after an important meet for the team, a meet that Mervyn had not attended because it had conflicted with a club meet. It was interesting to see how he handled this particular meeting and got his assessment of a meet he had not attended. Because of the tremendous amount of noise from the recreational swimmers, the tape failed to yield a completely verbatim account.

> You could have played very easily the same games as [Opposing University] played if we got Tom, Dick and Harry out swimming as well, but we chose not to do that. So - I think that's the main thing - you have to assess in terms of your own personal effort, your own personal performance. Now that's good and nobody can take that from you. Right? However, if that's only a stage, why you have a much more important meet coming up in just a couple of weeks, so what I thought we'd do is bump up the work a little bit, right Fred? Otherwise, if we sharpen up too much there won't be too much to come off.
>
> So on the work-up, a little bit for a couple of days, get off onto some endurance work from which we can maybe sharpen still further down. But, at least we will have had the experience of doing some fast interval work knowing that (a) it can work, since nobody really bombed out - is that right, Paul? Okay, so - there are good points to it - alright, and it should encourage you in terms of what you did to work a little harder now at coming down on the main program for the big one. Okay, so as far as you do that, and succeed - wrong? Right? Wrong? And we'll get some good performances up in Toronto, or a week later, or two weeks later at the nationals.
>
> Alright now - so I really want you to get yourselves into training - don't miss anything, training goes right on - no breaks just yet, okay? So - work at the things now over the next couple of weeks - take heart, take courage from what you've experienced. Work hard at a couple of weaknesses, a couple of strong points, etc. etc. that you have in your swimming, okay?

So that you'll do well in the next major meet, not just survive, okay? Remember - there are two things which make you go in a performance - two things. First one is either a very carefully designed, intentional program of work that results in an excellent performance in the end. Okay? That is the one - we all hopefully work for that kind of thing. A coach likes to think he's involved - the swimmer likes to think that he's involved. And the success is that shake hands on it at the end, what a good job we've done. Right? That's the kind of approach - very carefully designed and worked out so that the coach, sage-like fashion, nods to the performer and says, "Well, I told you so" and the performer says, "Well, coach, you were right, everything went according to plan." Okay? It's that kind of performance - deliberate and intentional, wonderful. Really tremendous feeling of self-satisfaction at the end of that, right? Super!

Sorry, guys, that I wasn't there so that we could do the nod and the weep bit. Alright.

Then, there's the other kind of performance, you see, which is the one of extreme motivation or motivational force of which the coach and to some extent neither the performer has any real control over. So your dad has just told you as you go up to the race that your allowance of $2000 a month has been cut UNLESS, you know, you produce something. Or your girlfriend has given you an ultimatum, whatever that should be, or some other ridiculously unrelated motivational force has got a grip on you - the coach has told you that really, deep down, all along, you're useless. I've been meaning to say that for quite a while. That happened to me once. I told this girl she was useless; she then went out and broke the British record - I was delighted. The thing was, in no way do you feel responsible for the performance. Listen - neither me nor you, okay? 'Cause you come out again - you think, I'll never do that again. How can I possibly match it? And if you do it in the heat, the story is never usually retold in the finals. Alright? Now, I don't want that second kind of performance.

Some of you are playing around and I don't like it. I want the carefully designed, I'll nod and you weep approach. Alright? Jenny? Right. So, that's what we're working for. And you see if you guys don't turn up, and I can see guys missing here today, alright? If guys don't turn up, you can't feel responsible for it, really.

But if you turn up, work at it, then it's a dream, okay? So guys, down in Calgary - well done. I am very pleased to hear you kept your noses clean. Alright? Very pleased.

No, we're still on the redemption bit, alright? Still there - one more meet to go and then it's done - alright. Guys who were in the Canada Cup meet know there's an awful lot to learn. Reggie did quite well. Mona, it's the last session today, thank God. Guys, for her this afternoon is the last day. Alright? So if she wants to go off a little early instead of going off at the right moment in time, bear with her this afternoon - there's only one more practice.

one more practice. Mona, I spent the whole weekend trying to explain that when you say lady, it doesn't mean girl. Now, for the rest let's get a few yards up, okay? Let's get a little bit of hard training under your belts, okay, and we've got a meet this weekend, the Senior Provincials. Some of you are involved, have to get right through it, okay? Some of you, it will be a last opportunity at doing national qualifying, okay, and then thereafter some have the nationals.

You have been challenged. I got a letter today to a meet by Toronto University. Isn't that interesting? I find that very interesting. It may be here, it may be in Winnipeg, and you're certainly invited too. So the invitations are coming, alright. Pity we're down on our numbers but maybe that'll be to our advantage. Righto!

I want you to start off with an 800 loosen - start off by putting the lane ropes in - 800 loosen, 400 and 200 - listen - 200 single arm, alright? One hundred on one arm, 100 on the other, then 200 as 4 X 50's. Then take a kickboard and start kicking your own choice - going to do about 1000 yards, then after a while I'm going to go on to the fast-slow start pushing, alright? Then we're going to do some short rest work, twenty 50's on 40. Alright, let's start by getting the lane ropes in!

The pool became a beehive of activity as some of the swimmers put the lane ropes in while othere immediately started on their warm-ups. The Master coach went to the blackboard and outlined the rest of the workout.

IV. THE COACH AT MEETS

At meets Mervyn was transformed from the tough training drill sargent to the benevolent psychologist. The athlete now found himself in an emotionally charged climate, far different than the friendly rivalry that prevailed in training sessions. The Coach recognized the fact that the swimmer was under greater stress, but he also knew that different athletes handled the pressure in different ways. From his point of view, he had added a great many stressors during the training sessions to prepare the swimmer for handling this kind of pressure. Consequently, the meet provided both the coach and athlete an assessment of the swimmer's ability to handle stressful situations. For the coach it also provided a very realistic evaluation of his training program. Was the "build-up" phase of the program really achieving its purpose of making the athlete "fit"?

Finally, the meet was a test of the coach's ability to handle his athletes under stressful conditions. His skillful handling of the player could spell the difference between success and failure. He had to know which swimmer needed to be pushed; which one needed to be encouraged; which one needed to be cajoled; which one needed to be left alone. He had to know his swimmer well in order to apply the proper stimulus.

To give the reader a better understanding of the coach's role at meets, a number of exerpts from the team's first official meet will be presented. In this dual meet against a rival university, Mervyn had expected that his team would win quite handily. He did not expect any real competition from the other University's swimmers. The meet had been scheduled before he took over the team and he was merely meeting the commitment. Nevertheless, he wanted his swimmers to perform to the best of their ability and to try for best times.

The section has been divided into the three parts of the pre-meet activities, meet activities and the post-meet activities to facilitate clarity of description.

The Coach's Pre-Meet Activities

After a brief meeting where Mervyn emphasized team spirit and team work, the swimmers went to the poolside to prepare for their warm-up. There was an hour yet to go before the start of the meet. Mervyn had selected the area in the bleachers of the West pool where his team would sit during the meet. After settling his club down on the bench, the Coach joined his swimmers at the poolside where some were doing land drills while others were already in the pool warming up. During this phase of the warm-up, Mervyn "socialized" with his team accentuating the strong emotionally supportive relationship existing between the coach and his swimmers under the stress of competition. All his actions and interactions with the competitors were generally positive and highly supportive. Coach performed a variety of activities during this warm-up: he talked jokingly with some athletes; he timed others; he conferred with his assistant coach and manager; he gave one swimmer a friendly slap on the shoulder; he talked to another calmly and soothingly, resting his hand gently on the nape of his neck. By the time the warm-up ended he had interacted with each individual swimmer in some positive manner.

The Coach's Meet Activities

When the meet manager blew his whistle to signify the end of the warm-ups and the official start of the meet, Mervyn headed back to the team bench. He pulled the list of events out of his club bag and sat on the bench with his team. He checked to see that his manager had his stop watch out to time the swimmers. Likewise he verified to see that his two stop watches were functioning properly. Mervyn timed all his swimmers in each race in order to get the split times.

On the team bench, Mervyn maintained a vacant spot to his right in order to assure an available space for a swimmer to sit beside him during the pre-race "briefing" and the post-race "conference". This was a ritual with Mervyn: the swimmer had to report to him before and after the race. Both the pre-race and post-race conferences exemplified Goffman's "eye-to-eye ecological huddles". As an individual's event came up, Mervyn would invariably beckon him to his side and draping his arm over the swimmer's shoulders, spoke to him softly but firmly. He usually inquired about his emotional state and then discussed race strategy with him. The swimmer usually said very little, merely listened. The comments were always positive and demonstrated confidence in the swimmer: "Well, this is what you've been working for the past few weeks. Swim intelligently; you know what you have to do." The swimmer was then sent off to his race with a reassuring nudge of Mervyn's hand on his back.

After the race, the swimmer came back for the post-race conference. The tone of this conference depended on the quality of the swimmer's performance and was unrelated to whether or not he had won the race. Again he usually inquired how the athlete felt about the race and then the conversation turned to the topic of race strategy. For example after the 100 yards free, Mervyn talked with Lenny.

Mervyn: How was that?
Lenny: Felt kind of sloppy to me.
Mervyn: Yeah, but if you had tried to do what I asked, right, so you come off the wall at the end of the first length. Work harder, man! You're in the race, you work below the guy's level and then

> you suddenly get closer, you're going to have to work on him! You really have to work at it! Wasn't bad .... 53 something?

But on occasion Mervyn would talk to a group of swimmers together when they were not involved in the same individual event or in a relay event. In the first meet of the season, these two situations occurred several times.

On one occasion, because the [other University] did not have a medley relay team, two Varsity teams competed against each other. Mervyn assembled the eight swimmers before him and inquired whether they had decided amongst themselves the order in which they would swim. Assured that they were organized, the coach urged them to swim their best. "Okay guys, better go to the starter. Be sure you get your respective times from the timer immediately after your swim."

During the relay Mervyn timed the swimmers and yelled encouragement to them: "C'mon, Dick, don't let up! Go! Go, Jim!" Occasionally he just watched and commented to himself. "Oh, Harry, that was a bad turn, a really terrible turn!"

The race over, the swimmers returned to Mervyn's side to report their official times and to receive his comments:

> Well done, guys! Not a great time, but for this time of the year it's not bad! Some of you faltered in your last lap, right Dick? Harry, you missed your turn in your first lap and lost a lot of ground. It was a really bad turn, I'm surprised the lane judge didn't disqualify you! Okay? Alright, take a rest, some of you will be racing again shortly.

On another occasion Mervyn had three swimmers entered in the 1000 yard FREE event. He spoke to all three grouped in front of him. He cautioned them about falling too far behind the leader, but urged them to pace themselves - to swim their race. "Okay guys, this is a good test of your fitness. Right? Leon, this is going to be tough for you, but you have trained hard the past six weeks and I think you can make it alright."

After the three swimmers had gone to report to the starter, Mervyn said to Stan, his manager, "I'll bet old Leon will make it, even if it takes him all night!" Stan laughed, "Yeah, well it probably will take him all night." (Actually, Leon did finish the race, coming in approximately two minutes after the winner.)

When the three swimmers returned to the team bench, the Coach addressed all three together: "Well done, guys. Now you have a good idea of your fitness level. Right, Leon? Okay guys, sit with the team. Relax and rest up for your next race."

The coach spent a great deal of his time urging swimmers to sit at the team bench. Many were going up into the stands to talk to friends. Repeatedly Mervyn said, "Hey guys, sit down here with the team. I don't want to be chasing after guys all the time." Mervyn wanted the swimmers to sit together because his emphasis was on team work, team solidarity and team identity. Individual effort, though important, was subordinated to team effort.

Post-Meet Activities

After all events had been completed, Mervyn sat with his team waiting for the announcement of the final team results. He chatted casually with some of the team members while he waited. After the results were announced, Mervyn reminded the team about the meet the following day, announcing that the warm-up started at 11:00 A.M.

He then went over to the other team's bench and chatted for several minutes with the coach.

Mervyn then went over to the officials' table to thank them for their efficient conduct of the meet. Twenty minutes later he picked up his club bag and went to his office.

Comment

The events described in this chapter portrayed the coach's activities in the more familiar university coaching settings. The description has been detailed and specific and focused on the way a master coach handled his coaching responsibilities in those settings and particularly on the way in which the master coach interacted with his swimming team members in the training session setting. To the extent that it was possible to dichotomize the coach-athlete interaction, this chapter presents the coach's part in the communication network. The other half of the interaction network, the student-swimmers' part is the subject of the next chapter.

At this point of the ethnographic report, the role description of the master coach has been virtually completed. Later chapters are addressed to the strains and conflicts that develop when the roles of coach and student-swimmers are meshed together in the Varsity swimming setting.

CHAPTER VI

THE ROLE OF THE UNIVERSITY SWIMMER

Beneath the pattern of interaction between coach and athlete in the small world of university swimming lie the rules for coach-athlete relationships. Traditional roles that assign activities to coaches and athletes become very significant in revealing these underlying "cultural rules" and the "tacit definitions" of coach and athlete (Spradley and Mann, 1975).

Where the coach's role has been described as essentially one of 'controller', the role of the swimmer is primarily one of compliance. The Master coach was the principal initiator of all interaction between the coach and his swimmers, at the pool, at meetings and at meets. The practice session, for example, was organized and structured in a manner that dictated the roles to be played. The coach had the "lead" part while the swimmers played the supporting roles. This is not to say that the coach-swimmer interaction was a one-way channel; on the contrary, it was a two-way interaction network. Obviously, once in the water, the swimmer's verbal interaction with the coach was minimal; nevertheless, the swimmer's nonverbal responses to the coach's interactional behaviour communicated a great deal to the coach. The degree of compliance with which the athlete performed the task assigned by the coach was indicative of his interpretation of the swimmer role at that particular moment in time. These various degrees of compliance resulted in the development of a variety of swimmer subroles. Although these emergent roles are described later in this chapter, they are not to be construed by the reader as stereotypical of any one swimmer. The subroles are labelled

TABLE 6-1 Taxonomy of the Activities of the University Swimmer at Practices, Meets and Meetings

Setting		Activities of Swimmers
PRACTICE SESSION	GETTING READY	arrives at lockerroom
		changes into swimsuit
		standing in the shower and socializing
		hanging around waiting for pool door to open
		setting up pool
		horsing around
		adjusting equipment
		socializing, waiting for coach to write warm-up on the blackboard
		performing the warm-up
	WORKING OUT	listens to coach's talk or instructions
		performs piece of work on the hustle
		reports time to coach or assistant coach
		interacts with other swimmers (during rest period)
		adjusts cap and goggles
		cheats
		checks heart rate
		reacts to coach's feedback or individual instruction
		does not perform the task
		questions the coach

TABLE 6-1 (Continued)

Setting		Activities of Swimmers
PRACTICE SESSION	ENDING PRACTICE	swimming down removing lane ropes or picking up kickboards socializing checking bulletin board leaving pool area showering and socializing changing into street clothes departing from lockerroom
MEET ACTIVITIES	BEFORE MEET	arriving at meet venue changing into swimsuit socializing listening to coach talk joining coach at team bench interacting with coach and teammates warming up in pool returning to team bench putting on warm-up suit interacting with team members

TABLE 6-1 (Continued)

Setting		Activities of Swimmers
MEET ACTIVITIES	DURING MEET	conferring with coach individually before race
		reporting to meet manager
		removing sweatsuit
		performing race
		checking with lane timer for individual time
		putting on warm-up top
		reporting time to team manager
		conferring with coach after race
		waiting around for next race
		urging teammate in race
		interacting with teammates
	POST MEET	waiting for announcement of team results
		showering and socializing
		changing into street clothes
		departing from pool
MEETINGS		arriving at meeting venue
		socializing with teammates
		listening to coach's talk
		asking questions

for descriptive purposes only and to typify the interactional behaviours represented or displayed by the swimmer who takes that particular role at that particular time. Any one swimmer may play a variety of these subroles during a practice or a series of practices.

Since the athlete-swimmer role is culturally defined and by tradition assigned various activities, it appears imperative for the analysis of the role, to examine the activities of the university swimmer as he interacts with the coach at training sessions, meets and meetings. Again the focus is on the training sessions where the majority of coach-swimmer interactions occurred.

The major categories of activities of the university swimmer in those three settings are presented in Table 6-1. These activities should be examined in conjunction with the taxonomy of activities of the coach in Chapter V since they are interrelated and interdependent. Again, the reader is invited to compare with the practice sessions described in Chapter III.

I. THE PRACTICE SESSIONS

As previously mentioned, the greatest amount of interaction between coach and swimmer occurred during the practice or training sessions. The season of swimming training sessions was long indeed when you consider attendance at one, and for some university swimmers at two, practices a day for five months. Although some changes were not apparent on a day to day basis, examination of a complete season showed some very important changes in the frequency of certain categories of interaction. Then too, the categories of interaction of the swimmers varied with those of the coach as the season progressed through its different phases. More discussion on this topic will be presented in a later chapter.

Getting Ready

It was 4:30 P.M. Skip leisurely walked into the East building lockerroom and went to his locker. Unhurriedly he changed into his swimsuit. He pulled his towel, swim goggles and cap out of his locker and headed to the washroom. After tending to his personal needs, he returned to the lockerroom, sat on a bench and talked with Jake, who had just arrived. Once Jake had changed, both went to the showerroom where several other swimmers were showering and socializing or just hanging around waiting for the pool door to be unlocked. "Hey, anybody see the movie last night?" "Rollerball?" "Yeah, it was kind of boring. I only watched the first part!" "You missed the best part, the last game was some game!"

Mervyn came through and unlocked the door. The swimmers followed him in and were milling around on the deck when Mervyn said, "C'mon guys, let's get the lane ropes in." Skip and a few other swimmers got busy with the lane ropes while others got the backstroke flags and someone else got the pool buoys out of the equipment room. While some were "setting up" the pool, others gathered around on deck socializing, adjusting personal equipment, or "horsing around". As Clarissa was tucking her long hair into her swim cap, Mick sneaked up behind her and unceremoniously pushed her into the pool. She came up grinning and shook her fist at Mick who was quickly approaching the next victim, Jake, who was down on his knees pulling on a lane rope to stretch it into place. Mick, seeing Jake in this precarious position, pushed him in the rear with his foot, toppling him into the pool. He came up with an annoyed grin on his face, "I'll get you, Mick, just wait!" Jake stayed in the water and hooked up the lane rope while Mick stood on the deck laughing at him. Once finished, Jake filled his cap with water and heaved it at Mick who, seeing it coming, quickly got out of the way. There were loud screams as the water splashed a few innocent bystanders. Jake got out of the pool and with another capful of water went after Mick. Again he missed and doused a few more people. As he went for more water, Mick jumped into the pool. He resurfaced laughing heartily at Jake. At that moment, the coach had the warm-up written on the blackboard and shouted, "Okay guys, let's get started on the warm-up." The horseplay immediately stopped and the athletes who were not already in the water jumped in and began swimming their warm-up.

Three-quarters of the way through the warm-up, Larry walked into the pool, deposited his towel and shampoo on the bench, and glancing quickly at Mervyn, proceeded to the edge of the pool, checking who was who and where. Very casually, he put on his cap, peered at the blackboard to check at what stage of the session the swimmers were, dipped his goggles in the water, emptied them and put them on. Mervyn came over and said, "Go in lane #4, Larry. They have just started the 50's on 40. Pick it up at the same stage." Larry nodded and jumped in. He swam fourth behind Paul.

"How many more, Paul?" Mervyn inquired. "Three!" answered

Paul as he prepared to start his lap.

Working Out

"How many more, Paul?" asked Mervyn again. "That's it!" replied Paul.

As Mervyn moved to the east side of the pool, leaning on the pool ladder near the blackboard, the last wave of swimmers was finishing their last lap. As these swimmers arrived at the north end of the pool, the others were standing in the water resting and interacting with their lanemates.

The sound of Mervyn's voice silenced the swimmers, "Alright, okay! Today we are going to emphasize the positive side of swimming - think positive - look only for positive performance." As Mervyn's "talk" carried on, several swimmers, led by Paul, pulled themselves out of the water and sat on the edge of the pool with their feel dangling in the water. Other swimmers leaned heavily on the lane ropes listening to the talk.

"Don't drift in and don't do a free style stroke terrible turn when swimming backstroke. Right, Barry?"

Barry grinned sheepishly as all eyes turned on him.

Many of the swimmers had become restless and fidgety by the time Mervyn came to the end of his talk. "Okay, think of those things in the next set."

As Mervyn explained the first piece of work, the swimmers sitting on the edge of the pool slipped back into the water. At the coach's request, Larry, Skip and Harry changed to other lanes. The swimmers arranged themselves in proper order behind the lead off man designated by Mervyn. On the short blast of the coach's whistle the first wave of swimmers started off. The succeeding waves were similarly started off five seconds apart on the short blast of Mervyn's whistle. The pool was filled with the sound of short blasts of a whistle and the splashing sound of bodies moving swiftly through the water.

After the swimmers had completed ten 50's on 45, Mervyn announced, "Okay, now, twenty 50's on 35! This is hard!" A few swimmers grimaced but as before, they went on the whistle five seconds apart. As they neared the end of that particular piece of work, it had become continuous swimming for some of the poorer swimmers. "Check your heart rate," Mervyn shouted as the swimmers were catching their breath. All welcomed the respite as the coach then outlined the next piece of work - the main piece of the session. The emphasis was on quality swimming with fast interval training - five 150's on 2 1/2 minutes, going out in the 100 time of the previous session. This meant going out fast in the first 100 yards and then slowing down in the last 50 yards. It provided at least a 30 minute rest in between sets for most swimmers.

After reporting their times to the assistant coach or lifeguard who recorded them, the swimmers interacted with their lanemates. Mervyn also used this time interval to correct the swimmers' strokes, or help them set challenges for themselves.

Reporting their times was important to both the swimmers and the coach. The swimmers became clock-conscious and could set their own challenges. For Mervyn, it provided the basis for further workouts and gave him an immediate assessment of the quality of work the swimmer was actually performing. Mervyn insisted that the swimmer always know the time of his last set. If they didn't they would feel the coach's wrath. "Stephen, what was your time?" "I don't know," replied Stephen weakly. Mervyn retorted sarcastically, "That was the last swim in that set; how can anyone be so stupid as to not know his time?"

Stephen looked down and said nothing.

The other swimmers in Stephen's lane grinned at him but made no comments.

As the swimmers stood around, Mervyn explained the next piece of work: five 200 freestyle on 2 1/2 minutes. "Okay, on the 60! Ready! Go!"

Again the athletes swam in waves, going 10 seconds apart.

During this piece of work, Mervyn was "riding" Barry pretty hard.

Mervyn: That time is rubbish, Barry. C'mon man, what's the matter?
Barry: I'm tired!
Mervyn: Well loverboy, get to bed at night!

Barry, with a sullen look on his face, pushed off to start the next lap. When he came back, his time had not improved and again Mervyn attacked him verbally.

Mervyn: Barry, that's worse! Your turns are bad and you drift in.
Barry: I'm too tired, Mervyn, I just can't meet your demands.
Mervyn: Rubbish! You've quit! You just can't handle this tough piece of work.

Barry's attitude and expression remained sullen throughout and his time never really improved much. After several instances of berating him and urging him to work harder, Mervyn gave up on Barry and turned his attention to other swimmers.

Barry, one of Mervyn's best club swimmers, and one of the more consistent recipients of the "scold", "sit-on" and "confrontation" categories of interaction, was now ignored by Mervyn for the rest of the training session.

"Good girl, Jean! That's a good time. Keep it up and you'll finish with a really good set!"

Jean grinned, glanced at the clock and pushed off the wall.

In lane #4, as Mona reported her time to the assistant coach, Clarissa quickly interjected, "But Mona, you cheated. You cut off at the other end." Mervyn laughed and said, "Ho ho! One of the biggest cheaters accusing someone else." When the other two lane swimmers loudly supported Clarissa's claim, she smiled broadly in victory.

Mona, a visiting swimmer from a foreign country, had developed a reputation for "cheating" during workouts. Many other swimmers played that role at various times during the swimming season.

Mervyn was going from lane to lane instructing, correcting, and urging swimmers. As he got to lane #2, Keith was slithering through the water like a snake. As he touched the wall and glanced at the clock, Mervyn said to him, "Keith, you're going all over the place. You cross your midline with your hands causing you to roll to one side, then the other. This is what you are doing and this is what you should do!" The coach demonstrated with his arms.

Keith watched the demonstration but said nothing. Glancing at the clock he prepared to start off again. Seconds later he was off on another lap.

Mervyn watched him swim to the other end and back and as he approached the north end again, the coach shouted at him to keep his hands moving in a straight line: "Keith, don't cross your midline!"

Keith made his turn and kept right on swimming in his snake-like fashion. As he approached the north end for his second turn, Mervyn yelled and shouted at him to maintain a straight line, but to no avail!

To no one in particular Mervyn said, "It's a lost cause, he'll never change his style. He picked up those bad habits through ten, twelve years of swimming. Just goes to show you the bad coaching some of these guys had in age-group and club swimming."

Mervyn continued his walk along the north end of the pool. In lane #6 he spotted Skip, just leaning against the gutter, a frown on his face and waving the other lane swimmers on. He had stopped performing the assigned work. The coach approached him and said, "Skip!" As Skip looked up he beckoned him out of the water. The swimmer climbed out of the pool and went and stood beside Mervyn, his arms akimbo and the frown still on his face.

Mervyn: What's the matter, Skip?
Skip: My shoulders are sore!
Mervyn: I think there is more to it than that. You have been indifferent lately, even arrogant!
Skip: My shoulders are sore from all the freestyle swimming. I'm a breaststroker! At this time last year my legs were really in good shape, right now they're weak.
Mervyn: Skip, we'll change the program if you can't take it. I use freestyle to get the guys fit much more quickly. No matter what the program you have to believe in what you do! But if you are concerned about your legs, I'll add some kick work in

future practices.

Skip: Well, my legs sure need it!

Mervyn draped his left arm over Skip's shoulders and said, "The session is almost finished, why don't you go have a nice warm shower."

Skip grinned, went over and picked up his towel and shampoo and left.

Ending the Practice

Minutes after Skip left, the swimmers had finished the assigned task and Mervyn blew his whistle and announced, "Okay guys, we'll leave it there. Finish off with a 500 swim down."

The purpose of the swim down was to help the swimmers warm down after a workout, particularly a hard workout. Most swimmers swam it in a leisurely fashion. Many swimmers "cheated" on the swim down even though Mervyn insisted on their doing the assigned yardage. Periodically, he counted the laps of one swimmer to check if they actually did a proper swim down.

Tony stopped swimming and unhooked the third lane rope. He was just about to get out when Mervyn asked him if he had completed his swim down. Hesitating for a moment, Tony said, "No." Mervyn then asked him why he was removing the lane rope. Tony replied that he had unhooked it so that Don could pull it out at the other end. "You finish your swim down and then you can help with the lane ropes!" retorted Mervyn.

Once the swim down had been performed, those assigned the jobs of removing lane ropes and picking up kickboards went about doing those tasks. Others got out of the pool and immediately departed. A few checked the bulletin boards. One or two went and spoke with Mervyn for a few minutes. Others milled around or stood around for a few minutes socializing. Within minutes after the practice had ended the pool deck had cleared of swimmers except for Clive and Mervyn who were chatting. Noticing that lane rope #5 had not been removed, Mervyn said, "Where's Mickey? He was supposed to remove that lane rope!" Clive volunteered to remove it but Mervyn insisted that he get Mickey out of the showers to do it. Clive complied. A moment later Mickey appeared on the pool deck muttering that he had done it at this morning's session. Mervyn said nothing, but watched while Mickey unhooked it and then walked to the other end to pull it in. When Mickey started looping it over his arm, the coach left the pool area.

As he passed through the showerroom most of the swimmers were under the showers laughing, talking and whooping it up. The shower was a good place for socializing, even though some of the live-in-residence swimmers had to rush through it in order to get to the residence cafeteria before it closed. Generally, the swimmers did not loiter in the showers for very long. At seven-thirty it was already late and by the time they got home, had their supper, it would be nine o'clock before they could "crack the books". Thus, after the shower, the swimmers dried their hair as best they could, changed quickly into their street clothes and departed from the lockerroom.

The reader is reminded once again that some of the verbal interactions were not always reported verbatim although the essence of the exchange was retained. Some of the interactions occurred spontaneously in rapid succession and only key words were grasped and written in the researcher's fieldnotes. Later, these key words were used to reconstruct the interaction for reporting here.

This type of problem was magnified at meets where recording on tape was an impossible task due to the constant rumbling noise in the swimming pool. Furthermore, the interaction between athlete and coach at meets was more intimate in nature and the coach tended to speak softly to his athlete. Actually, with the surrounding noise, the coach had to talk close to the athlete's ear in order to be heard - a mouth-to-ear ecological encounter. The intrusion of a microphone into this type of encounter would not have been in the best interest of the interactionists nor of the researcher.

Varsity Swimmer Subroles

Within the Varsity swimming culture a variety of swimmer subroles were identifiable. The behaviours typifying these subroles were displayed by many swimmers during the course of the season. The researcher became aware of these subroles through observation of them during hundreds of training sessions in which the Master coach repeatedly remonstrated swimmers displaying many of these particular behaviours. A considerable amount of information regarding these subroles was gathered through informant interviewing. For example, many swimmers added substantially to a growing list of ways to "cheat" in practice.

In describing these subroles, the reader is reminded once again that it is not the Varsity swimmers that are being stereotyped, but certain role behaviours displayed by the swimmers.

The cheater. "Cheating" in workouts appeared to be more prominent during the hard training sessions. It took various forms and in many instances was ingeniously contrived. Most swimmers "cheated" at some time or other, consciously or unconsciously, during the workouts. Swimmers, like Paul who regularly "cut off" - turned before touching the other end - refused, sometimes very adamantly, to believe that he had cheated when accused by Mervyn. Others, like Mona, were very obvious in their cheating behaviours for example, pulling herself along the lane ropes, cutting off or drifting in, while still others, like Clarissa, tended to be more clandestine about it. For instance, she might leave a little early on each swim; or change the swimming order in her lane; or she might do the full stroke when she was supposed to be doing "legs only".

Generally, the coach was well aware of the various "cheating" behaviours of each swimmer and frequently reminded swimmers when they cheated. Whether or not the swimmer consciously or unconsciously cheated was not the issue; the real danger lay in the fact that the "cheating" behaviours could become habit-forming, resulting in disastrous consequences in competitive meets. Cheating on turns during practices could have become a habit and led to disqualification in a meet.

Thus, it became extremely important for the swimmer to be told that he was cheating, particularly if it appeared to be a habitual behaviour.

Ironically, the coach was sometimes made the accomplice in a cheating behaviour. For example, a swimmer wishing to get out of doing all the work could manipulate the coach into helping him cheat by engaging him in a conversation, asking him questions or discussing some point on stroke technique. That kind of "cheating", of course, was very difficult to detect. The author was made aware of this type of behaviour in taped interviews with the swimmers and in conversations with the assistant coach-manager who had been a former university swimmer.

It appeared that "cheating" was related extensively to the degree of compliance with which the athlete responded to the assigned task. Rarely did a swimmer refuse to perform the task; a few examples have been cited where the swimmer walked out, but those were isolated incidents and were the exception rather than the rule. Generally, the swimmer responded by performing the assigned task. As witnessed in the previously cited incident with Larry, the swimmer did not always meet the standard of performance expected by Mervyn. Many of the cheating behaviours were directly related to the athlete's inability to perform to the coach's expectations. Perhaps the built-in stressors were just a little too great. Sometimes the swimmer was genuinely tired from a heavy academic day. Sometimes the swimmer was just not in the mood, or didn't like the workout and showed his displeasure and indifference by not "putting out" or just "going through the motions".

The hardworker. On the other hand, there were swimmers like Geoff, who was a "hard worker", a guy who really "put out" a hundred percent every practice, twice daily. These swimmers stood out, particularly in the build-up (fitness-endurance) phase of the program, perhaps because they were just average swimmers who had a long way to go to catch up with some of the established star performers. Perhaps they had greater self-motivation because of their lesser swimming ability. Then again, perhaps they were conspicuous merely because of their regular attendance at training sessions. But as Geoff pointed out to his critics who said, "You must be nuts swimming every morning and evening", it was something he wanted to do.

> .... it's something I want to push toward and since I want to get into coaching myself I want to see how the athlete himself works out .... be around athletes to see what an athlete goes through as far as being a student or being in a competition, in training and all that. I want to experience it all myself.... I'm doing it because I never had the opportunity to do it before.

Swimmers like Geoff were a "joy to the coach"; they were motivated, keen, regular in attendance, and really "put out"; they were easy to handle as athletes.

The prima-donna. On the other hand, athletes like Larry, Skip and Don, top swimmers who frequently played the "Prima donna" role, were a constant challenge to Mervyn's ability as a master coach. They had achieved their "star" status through past performances. Larry, for example, had won his laurels at the CIAU Nationals the previous year when he was voted the Top Canadian Intercollegiate Swimmer. He knew he was good; he had a great deal of confidence in his abilities; he also knew that the success of this year's team rested on his abilities as a swimmer. But Larry also knew that he had not won these laurels on a commitment to daily training sessions last year. So, why should he commit himself to regular attendance this year? He did not attend regularly; he refused to make the commitment until after Christmas. But, he expected to be part of the "team" in spite of his irregular attendance at training sessions. He'd be the "star" of the team again, come the Nationals. Larry fully expected "special" consideration from the coach and his teammates - he got it!

Other swimmers who played that role were not as successful. They were not cut from the team, but finding it impossible to meet Mervyn's demand for a full commitment, they quit the team. Being "rookies" on the University team, they did not have the "star university performer" clout that Larry possessed and could not press for special considerations.

The indifferent swimmer. Indifference was typified by not "putting out", swimming carelessly, not concentrating or just simply going through the motions. The swimmer who displayed this behaviour was admonished repeatedly by the Master coach who said on many occasions, "I can take good swimming, I can take bad swimming, but I cannot take indifferent swimming." Mervyn expected the swimmer to "put out" ninety-five percent every practice. The Varsity swimmers found it difficult to provide a ninety-five percent effort every practice for various reasons. Generally, indifference was related to the swimmer's psychological state of mind, although frequently physical discomfort led to his apparent indifferent performance. The swimmer often was just tired from the tough academic day and could not concentrate on his swimming. Sometimes he just could not perform the exercise properly or as the Master coach expected. Frequently, the swimmer just simply did not want to do the assigned task and wanted to do something else; but, the manner in which the session was being conducted forced him to perform the exercise regardless of his feelings about it. This often resulted in his not "putting out" or just "going through the motions" to comply with the coach's wishes. Again, this illustrates the fact that the swimmer's role was essentially one of compliant behaviour. Indifference was a degree of compliance.

Although many other subroles could be described, most would fit within one of the categories discussed above. The "joker" or "court jester" was conspicuous by its absence. Teams generally report the presence of a "joker" on the team, but no individual on the Varsity swim team displayed the behaviour normally associated with that particular subrole.

Other subroles, such as informal leader, will be discussed in Chapter IX which deals with team dynamics.

II. MEETS

Although the early season meets did not carry the importance of the Nationals, each meet had some significance for the individual swimmer, particularly in terms of assessing his performance in the here and now. By competing against swimmers from another club or university team, the athlete could compare his performance to see if he measured up in fitness as well as quality of performance at this particular stage of the season. (For the coach, the swimmer's performance in these meets served as a measure of the quality of the swimming program.) Thus, the insertion of a meet at regular intervals throughout the season was important not only because it provided a realistic assessment but it also provided incentive and motivation for the athlete. The challenge of competition in meets made the drudgery of training sessions much more bearable in the pursuit of excellence. How well he met the challenge provided motivating fuel for the training sessions.

Pre-Meet Activities

The Varsity swimmers arrived at the West pool around 5:00 P.M. The dual meet with a rival university was to start officially at 6:30 P.M. After changing into their swimsuits, they congregated in a small lounge beside the pool. While they waited for Mervyn, they talked, laughed, and chatted sociably. The coach came in a few minutes later followed by the team manager who had an armful of Varsity warm-up suits. The swimmers cheered as Stan entered the room.

The coach, standing in the middle of the room, immediately called the roll. One swimmer, Don, was absent. Two swimmers who had not been present when he had called their names entered the room as he was finishing the roll call. They reported to him and then stood leaning in the doorway because all available seats were occupied by other swimmers.

Mervyn took out his clipboard on which he had outlined his pre-meet talk and delivered his monologue. The swimmers listened attentively as he cautioned them of the possibility of poor competition from the other university. "But that doesn't mean that you slack off or not take this meet seriously. You must go out and do your best times. Some of you can consider it as a classification meet." He told them that the meet would provide them with a good assessment of their fitness and skill levels.

After the "pep talk", Stan distributed the sweatsuits to the swimmers who then went to the pool for their pre-meet warm-up.

The swimmers deposited their sweatsuits on the team bench before going to the poolside. The first three lanes were assigned to them for warm-up. Mervyn decreed the first lane as a "timing" lane and the other two continuous swimming lanes. For the first half hour, all the lanes were used for warming up. Later, Mervyn and Stan timed swimmers in the first lane.

By and large the swimmers had the reponsibility of deciding when they had had sufficient warm-up. Thus, by the time the meet manager announced the end of the warm-up period, most swimmers had donned their sweatsuits and were sitting on the team bench talking and checking the list of events. A few had moved up in the stands and were talking with friends.

During the Meet

Once the meet officially started the relaxed atmosphere which had prevailed during the warm-up filled with tension. Some of the swimmers became visibly nervous; this was their first competition of the season and one always wonders how well he will do. Larry paid the washroom a visit, a pre-meet ritual with him.

After the first few events, the tension lessened in the team as a whole but increased for the individual swimmer whose event was coming up next.

Skip was up next for the 200 yards breaststroke. At the coach's request, he went over and sat beside him. Mervyn draped his arm over his shoulders and talked softly to him. Skip listened, occasionally nodding his head up and down. The tete-a-tete conference lasted only a few minutes but the coach had inquired about his emotional state and given him some advice on the type of strategy he could use in the race. The swimmer grinned broadly as he left to report to the starter's table. After reporting, he slowly removed his warm-up suit and did a few stretching exercises to warm up for the race.

He had picked lane #3 and at the starter's signal, climbed the blocks. At the blast of the gun he exploded into action. He won the race in a time of 2:19.1. After the race he towel-dried himself, put on his warm-up suit and obtained his split times and total time from the lane timer. Skip slowly returned to the team bench where he reported his times to the manager before sitting beside Mervyn.

Mervyn: How do you feel? It was hard, eh?
Skip: No, actually it felt really easy until the last 100 yards.
Mervyn: I thought you swam a very evenly paced race. You're looking stronger. I thought you had an even kind of rhythm to the end. Good race, Skip!

Skip stretched out on a bench to relax and wait for his next event to come up. He sat up a little later to cheer on his teammates,, Paul and Larry, who were battling it out in the 200 yard backstroke. By this time most swimmers had been in one or two races already and were content to rest. They expended energy only to cheer and encourage their teammates who were racing at that moment in time.

This chain of activities, conferring with Mervyn before the race, racing, conferring with Mervyn after the race, and then resting while waiting for the next race, was ritually repeated by each Varsity swimmer throughout the duration of the meet.

Post-Meet Activities

After the last event (the 400 Free Relay) was over, the swimmers assembled at the team bench to await the announcement of the team results. In this first meet, they knew they had won quite handily but they wanted to hear the official results.

Within a few minutes after the announcement of the team scores, the swimmers with a cheer went to the showers. Most took a long, soothing, hot shower while talking and laughing. The conversations centred around the night's swimming events and the meet the next day.

A few of the swimmers had dates and did not linger in the showers. The others went about the business of changing into street clothes and departing from the pool in a very leisurely fashion. A half hour after the meet had ended, the lockerroom had cleared of all swimmers.

III. THE SWIMMER AT MEETINGS

After reading Chapter V, the role of the swimmer at meetings becomes rather obvious: the Master coach talks and the swimmers listen. That pattern of interaction prevailed at all team meetings, regardless of the reason for which the meeting was called.

Since the usual venue for team meetings was the swimming pool, the swimmers were in their swimsuits and sat on a pool bench or on the pool deck while listening to Mervyn talk. Furthermore, the fact that the meeting was held either before or after a training session imposed somewhat of a time limit on the duration of the meeting. Thus, team meetings were never much longer than fifteen to twenty minutes.

While Mervyn preferred not to lose any time from his two-hour training session, the athletes rather enjoyed the rest and the shorter practice as a result of the meeting.

As previously mentioned, the swimmers asked very few, if any, questions during the meeting. Most just sat and listened attentively. Perhaps this speaks well for the clarity with which the Master Coach delivered his talk. One example was cited in Chapter III when Skip asked for a clarification of what the coach meant by "easing off". But generally, the athletes asked no questions, and promptly left the pool area or if the meeting was prior to a training session, immediately started the workout.

Comment

This chapter has addressed itself to the description of the swimmer role and taken with the role description of the Master Coach completes the description of the coach-athlete communication network. The next chapter will describe the sequence of activities in the seasonal cycle of the Master Coach and University swim team.

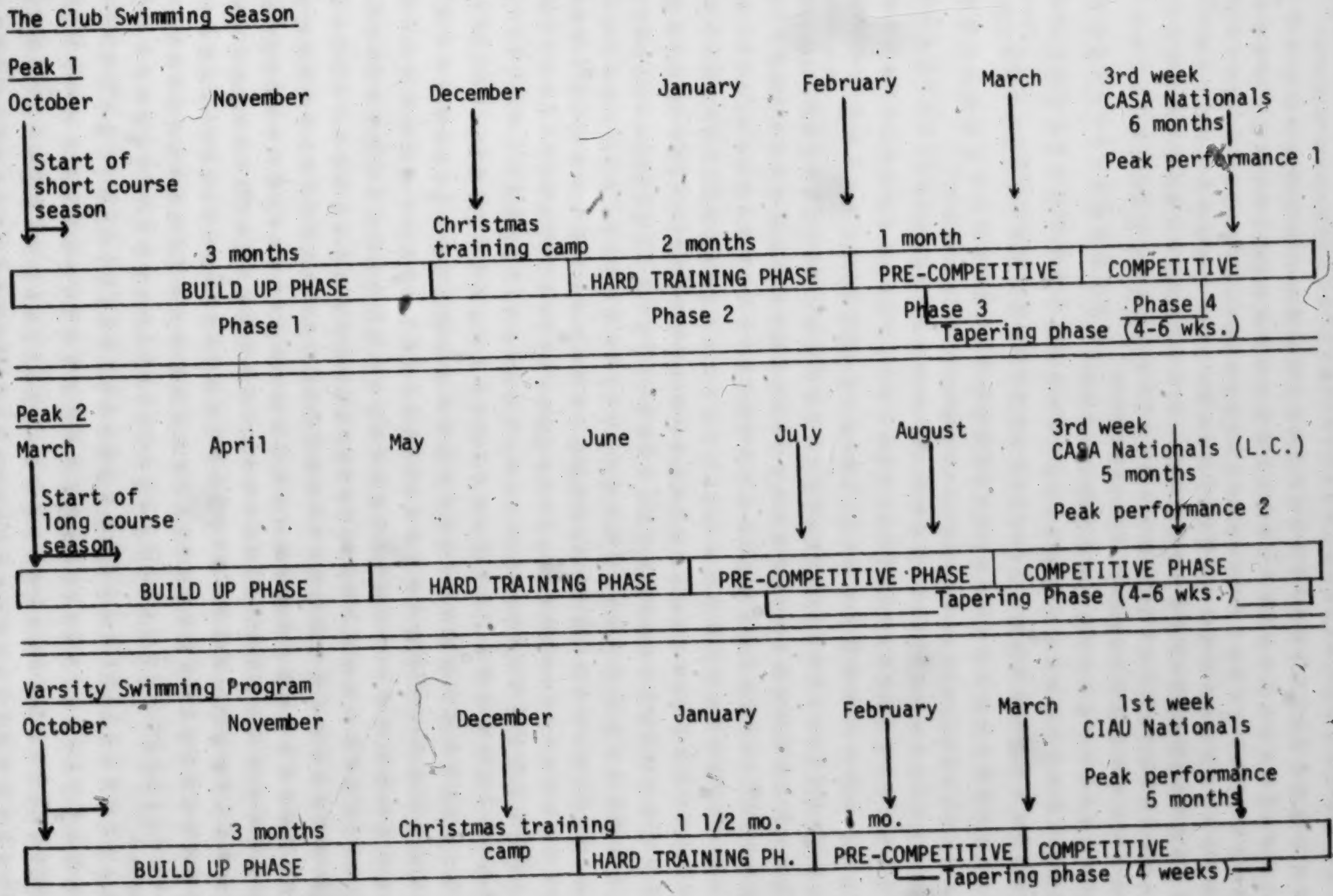
CHAPTER VII

THE SEASONAL CYCLE OF MASTER COACH AND UNIVERSITY SWIM TEAM

Wolcott (1973:178) points out that it is usual procedure when doing ethnographic work "to attend to the range of activities that comprise a complete cycle of activities amoung their subjects." For the anthropologist studying a primitive society it was customary to describe the natural cycle of events during one year. And, as Wolcott further points out, the result has been a "traditional preference for conducting fieldwork for a minimum of a twelve month period." This tradition could not be observed in this study. The present project called for fieldwork covering the six month period of university swimming. In spite of the fact that the coach played two coaching roles and a teaching role, and the athletes played the roles of student and swimmer, the study was delimited to the activities of university coach and swimmers over the six month university swimming season. However, because of the importance of the role of club coach in the present situation, it is imperative to point out the overlap of seasonal activities. Whereas the club training program is normally an eleven month program with two peaks, the university training program is compressed within an actual five month period with only one peak. The reader may compare the two programs represented diagrammatically in Figure 7-1. The university program compares favourably with the first peak of the club program.

It becomes obvious that the Master Coach in his dual coaching capacities had a true annual cycle of activities. Nevertheless, this

FIGURE 7-1 COMPARISON OF CLUB AND UNIVERSITY SWIMMING PROGRAMS


The Club Swimming Season
Peak 1
October
November
December
January
February
March
3rd week
CASA Nationals
6 months
Peak performance 1
Start of short course season
Christmas training camp
3 months
2 months
1 month
BUILD UP PHASE
HARD TRAINING PHASE
PRE-COMPETITIVE
COMPETITIVE
Phase 1
Phase 2
Phase 3
Phase 4
Tapering phase (4-6 wks.)
Peak 2
March
April
May
June
July
August
3rd week
CASA Nationals (L.C.)
5 months
Peak performance 2
Start of long course season
BUILD UP PHASE
HARD TRAINING PHASE
PRE-COMPETITIVE PHASE
COMPETITIVE PHASE
Tapering Phase (4-6 wks.)
Varsity Swimming Program
October
November
December
January
February
March
1st week
CIAU Nationals
Peak performance
5 months
3 months
Christmas training camp
1 1/2 mo.
1 mo.
BUILD UP PHASE
HARD TRAINING PH.
PRE-COMPETITIVE
COMPETITIVE
Tapering phase (4 weeks)

chapter will focus on the university program and the first peak of the club program which parallels the Varsity program. Furthermore, it will focus mainly on the coach because he was the organizer, the administrator and the director of the program. The swimmers, as mentioned previously, merely complied by following the program as directed by the coach. The student-swimmers attended training sessions and swimming meets as scheduled by the coach.

As indicated in Table 7-1, the actual seasonal cycle began in mid-September, 1976, with the registration and "team" meeting and ended with the CIAU Nationals the first weekend in March, 1977. This was not the case for all swimmers because those who did not qualify for the Nationals had their season end on February 19, 1977 following the Conference Championships. For the student-swimmer, the time periods between those two distinct points were filled with training sessions and meets. The university swimming season for the Coach began in early September as he prepared details of the initial team meeting and ended abruptly in March after the CIAU Nationals with the traditional "dunking" in the pool, fully clothed.

The Seasonal Activities of the Coach

For purposes of clarity, the activities of the Coach have been organized under the usual nomenclature common to all sports, that is, pre-season, in-season and post-season. It should be noted that the study was conducted during the in-season when the bulk of the coaching activities were performed. It is also important to keep in mind that Mervyn, although familiar with the university scene as a graduate

TABLE 7-1 Seasonal Activities of the Master Coach

Division of Intensity of Activity by Month

Activity	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
Pre-season							
Initial preparations	——						
Registration	-						
Team meeting	-						
Ease-in period	——						
In-season							
Training sessions		——	——	——	——	——	
Team candidacy	- - -	——					
Meets			- -	-	- -	-	-
Organizing Christmas training camp			- - -	- - ——			
Meet scheduling			- - -	- - -	——		
Budget projection			- - -	- - -	——	—	
Post-season							
Final statistics							——
Final report							——
Budget defence							- - -

Key: Intermittent Activity - - - - - - - -

Intense Activity ————————

student, was new to the university coaching setting. Thus, there was presumably the customary "feeling one's way around" initially although his confident attitude concealed any uneasy feelings he may have had.

Pre-season

The pre-season included that time interval between the opening of the university academic year September 7th, 1976 to the official start of the university swimming season, October 4th, 1976. Included in the pre-season activities were the preliminary preparations of registration forms, student academic time table forms and charts upon which the swimmers indicated their personal best times for various swimming events. At this time the Coach prepared an outline for the initial registration and "team" meeting. The Registration and Team Meeting was held on September 20th at five o'clock in the afternoon. At the meeting, the Coach introduced himself and his student manager-assistant coach, welcomed the swimming team candidates and then distributed the forms and charts to be filled out. The forms, though rather explicit as presented, were explained by the Coach more for the benefit of the new swimmer than the returning swimmer.

Normally, the competitive program or meet schedule would have been distributed at this time but because of some budget restraints and the loss of the Vancouver trip, the Coach was still in the process of drawing up a new competitive program. Mervyn had not, at that point, finalized an incentive meet to replace the lost Vancouver trip.

One of the most important forms to be filled out by the student-swimmer was the Individualized Training Program and Commitment Form. The prospective team candidate was asked to carefully consider his academic commitments and capabilities along with the training opportunities available and after deciding his own level of interest and aspiration, to then work out his training program accordingly. A timetable was provided with those particular instructions.

The "ease in" training period was actually a student-swimmer activity. It included the three week interval between the initial meeting and the official opening of the training program. The swimmer was expected to workout on his own in order to be in reasonable "shape" at the start of the build-up phase. Mervyn did not supervise those training sessions, but fully expected the swimmers to avail themselves of the scheduled pool hours to train on their own. The Master Coach had been involved in that activity only to the extent to arrange for available time periods for the swimmers to train.

The "ease in" training period was actually a slack time for the Coach since he was not directly involved with the team. That time was used to work on the meet schedule, and informal meetings with swimmers who wanted to discuss their commitment to swimming for the coming season. The time was also used to prepare the numerous training charts and the master log book for the official opening of the training season. Finally, the Coach tended to the preparation of his lecture notes for teaching the introductory course in swimming.

In-season

October 4th started a whirlwind of activities for the Coach. From that day on, Mervyn conducted daily training sessions, mornings and evenings, right through until March 2nd 1977. The only time off from that torrid pace were Saturdays when there were no meets, the three day Thanksgiving weekend, and three days at Christmas.

As Figure 7-1 indicates, Mervyn had a well organized training program and one phase flowed into the other until the swimmers reached peak performance in early March. Within this overall program for the swimming season, the Master Coach's main responsibility, of course, was to draw up and conduct each daily session. Years of coaching experience made that an easy but necessary chore. Not only was there a flow from one phase into the next, but also from one session into the next.

An important coaching activity, not regarded as a pleasant one for the coach, was the "cutting" of the team, or put in a more positive way, the selection of the team. In the case of the Varsity swimmers. the team "try out" period lasted approximately four weeks into the build-up phase before Mervyn announced the successful team candidates at a team meeting and then posted the list outside his office door. A few candidates had earlier eliminated themselves from contention because they could not handle the exceptionally "hard" daily training sessions conducted by the Master Coach.

The other important activity during the in-season was his coaching responsibilities at meets. During the "build up phase", the competitive program was very light and gradually intensified through the second and third phase culminating into the National Championships in March. Note that the club competitive program followed a very similar pattern but with their big meet towards the end of March.

Besides his coaching duties at meets, Mervyn was responsible as well for overseeing the organization and conduct of the local university sponsored meets. Although much of this responsibility was delegated to his student-manager, the Coach stayed very much in the foreground to assure the good conduct of the meet.

The organization of the Christmas training camp occupied a great deal of Mervyn's time during the in-season. First it was innovative for the university program because normally the swimmers had a three week lay-off from training over the Christmas break. Unless they took it upon themselves to train on their own, they came back in January with a decreased training base. Mervyn did not want that to happen this year so he organized a two-part training camp. The first part was conducted at the Varsity pool from December 18th to 28th with three days off for Christmas. A second part was held in Las Vegas from December 29th to January 2nd. The organization of the training camp was started in October and required a considerable amount of the Coach's time, from sending out "feelers" to various American universities to obtaining a key in order to be able to enter the Varsity pool which was locked up tight during the Christmas break. Mervyn was also involved in a great deal of negotiating with the Athletic Director to determine the number of swimmers who could be financially sponsored for the Las Vegas trip. The cost of the trip had broken the limits of the swimming budget for the 1976-77 season. More funds had to be found.

As with any other organization, preparations for the next season were begun while the present season was in operation. Some preparations for the following season were started as early as the second month into the present season. The Coach was always on the look-out for good competition and was ready to set up tentative incentive meets for the next season. This meant a great deal of time corresponding with various universities in Canada and the United States to establish good rapport. After an exchange of swimmers' personal best times charts, the appropriate level of competition could be established and the feasibility of a meet at home or away decided.

For the Master Coach this meant the preparation of a tentative swimming budget proposal for the coming season. Since the lion's share of the university swimming budget was allocated to incentive meets, it was important to set up these meets early so that projected expenditures could be estimated for inclusion in the next season's budget proposal. Mervyn had to submit his swimming budget early in 1977 for departmental approval.

During the in-season the Coach was involved in numerous departmental meetings, coach's meetings at the local, provincial and national level, coaching seminars at the University and, of course, team meetings. Invariably, attendance at meetings meant at the very least an investment in time regardless of the degree of participation. Mervyn was an organizer, a "doer"; he participated to the best of his abilities.

Finally, although it was not related directly to his coaching responsibilities, the Master Coach, as a member of the Department of Athletics, had teaching responsibilities with the Department of Physical Education. His introductory swimming course and his advanced coaching course ran concurrently with the in-season swimming program. The necessary preparation and the actual conduct of the classes consumed considerable time from the Coach's busy daily schedule.

Post-season

This was the time period immediately following the National Championships. For the university swimmer it was the end of training sessions and a return to the books full-time. For the Coach it signalled the end of the evening Varsity practices but the continuation of morning and evening practices with his Club swimmers who were nearing the first peak in their program.

But despite the fact that the Varsity training sessions had come to an end, Mervyn's coaching responsibilities had not completely finished. He still had final swimming statistics to compile and a final report to submit to the department. Furthermore, he had the new budget proposal to defend, a presumably tough battle to come since he had more than doubled the past year's estimates.

The waiting game began for Mervyn. First, would the Athletics Department approve the budget that was necessary to elevate university swimming to the "elitist" level. He knew the Department's decision was contingent upon the amount of funding Sport Canada was prepared to pour into the university swimming program.

Secondly, he waited patiently for the Department to decide his fate as Varsity swimming coach. Since he had been hired on a temporary basis for the 1976-77 academic year, his rehiring was contingent upon the evaluation of his coaching and his teaching and whether the university was prepared to meet his salary demands as well as improved working conditions such as a private office. The departmental budget would again be a key factor in the whole matter.

Comment

This has given an overview of the sequence of activities during a full swimming season. The description provides the reader with a general "picture" of the season but also highlights the seasonally recurring events in the sequence of activities performed by the Coach. After seeing Mervyn conduct his day-to-day round of activities in a rather confident manner, we now see him faced with making decisions at significant stages and critical points in the present coaching season at Varsity University. To the university setting Mervyn brings his club swimming philosophy and techniques. The ensuing role strains and conflicts are described in Chapter VIII.

CHAPTER VIII

THE COACHING PROCESS: STRAINS AND CONFLICTS

This chapter and the one following it deal with the processes by which the actors in the social world of university swimming are socialized into their respective roles of coach and student swimmer. As changes in the social system occur, changes in the role behaviour expectations result and this leads to a "period of uncertainty when the person is learning the norms and values of the new position" (Kinch, 1973:173). These changes in expectations often require resocialization.

In this particular setting the process of socialization at times was severe, resulting in role strains and role conflicts.

The present chapter deals with the role strains and conflicts occurring in the coach-swimmer relationship, and in the chapter following, the process of building a swimming team.

The chapter is presented in two parts. The first, "Coach Strains and Conflicts," deals with the role strains as the Master coach moves from a club to a university setting but still maintaining a strong club association. The second part of the chapter describes the process of resocialization and the ensuing "Swimmer Strains and Conflicts."

I. COACHING STRAINS AND CONFLICTS

Leadership Strain

Master coach, Mervyn Duncan, faced considerable strain in in establishing his leadership with the Varsity swimming team. Several underlying sources of strain became evident as the season progressed. Some were inadvertently "built-in" such as the dual coaching role and were initially obvious.

The Leadership Succession Problem

Mervyn was coming into a new setting, a new situation for him; he had not had previous experience in the university coaching world. Furthermore, he was taking over a program which had nearly been eliminated a few months earlier by the Athletic administration, and a men's team which had been admonished for misbehaviours the previous year by the same administration. His onerus task, as he perceived it, was to "rebuild" the program and redeem the men's team from its bad reputation. On many occasions Mervyn referred to the 1976-77 season as a "redemption" year and reminded swimmers before every "away" meet that they had to be on their best behaviour because they were still working on that "redemption bit".

But the leadership succession problem was rooted more deeply in the total situation which existed the previous year rather than in the incidence of misbehaviour. During the 1975-76 swimming season the Varsity swim team had been under a "laissez-faire" coaching style whereby the swimmer was "really on his own". Some of the veteran university swimmers had enjoyed and profited by the experience. Many however had suffered a "setback" in their swimming development. As one swimmer put it, "The attitude (1975-76 season) was more or less 'Have a good time and if you want to do any good swimming that's above and beyond'." But Darren, a fourth year veteran with the university team, was able to provide a more penetrating analysis of the situation.

> But it was a year that really damaged most of the people on the team. I was the only person of the fourteen that were on the regular travelling team that improved his times over the year before. Everybody else stayed about the same, or went down, and the reason was because people stayed in the showers; and they weren't forced to come out; they weren't forced to produce. It was a good system last year in that it was an individually based system - everybody had their own private workout. It must have taken hours to draw up those workouts. You worked at your own speed, and you were never asked if you were going fast enough or slow enough, or putting out enough effort, or thinking about it enough. It was presumed that you were responsible enough to get out of the practice what was meant to be gotten out of it. Fifty percent of the practices, people were not there!
>
> The [coaching] technique was, "You are responsible! I'm going to give you the guidelines, you follow them yourselves!"

As Paul, another veteran swimmer, pointed out, the "laissez-faire" coaching approach was not new in other sports but it was "an entirely revolutionary method for the swimming world". Swimmers, like Darren, had responded quite well to that system, perhaps because of their obvious maturity, but "most of the swimmers had just slacked off and had not worked hard". Generally, though, the swimmers had enjoyed that style of coaching because they were given the opportunity to make their own decisions with regards to attendance, type of workout, and the amount of stress in each workout. It had been a kind of free-wheeling year for the swimmer with very little coaching pressure. To benefit, the swimmer needed initiative, self-motivation and self-discipline. From the standpoint of swimming, apparently the athletes had not benefitted from the experience because their times had fallen off or had not improved. The swim team had become a good social club but not a good swimming team.

The attitude that university swimming was a good social time was prevalent when Mervyn took over the reins. Don, a first year university swimmer, talked about that attitude and why it prevailed.

> Well, in past years you'd hear from all the university juniors how great it was - they work when they want to and have fun, and go on trips and have a good time, stay up late and party a little bit and so - it was really built up for the people coming in this year.

Swimmers who came to Varsity with that attitude were obviously shocked by Mervyn's authoritative, direct, command-style approach to coaching swimming. The Master coach was at the opposite end of the coaching spectrum in comparison to his predecessor. Workouts meant just that, "work"! The sharp contrast in coaching style was described quite vividly by Darren who had already depicted the previous year's coaching method as a "loose sort of self-initiated process".

> Whereas Mervyn is a little kids' coach in that way. He doesn't expect you to do any thinking for yourself. And he doesn't expect you to be responsible yourself. What you do is, you walk in the door, and once you've walked in the door, you hand over your thinking cap to him and he does all the thinking for you. He does all the yelling at you; he does the pushing, and all that sort of thing and it's a completely different experience from last year. The coaching technique is really different. I find this year that it's a very command-style teaching method. He says, "Now go! Now go!" and the whistle is the symbolization of the whole system, because its (whistle) "Now", (whistle) "Now", and you do it as you are commanded to do it, and for no other reason.

Darren pursued the subject by assessing the two approaches in terms of his own personal improvement in swimming. Although he had not worked as hard the previous year, he was one of the few swimmers who had actually improved his times. But this year, all the swimmers were improving their times. Talking about Mervyn's method of coaching he states, "and I think this one produces more results, just by looking at the swimmers this year and the way they are putting out compared to last year."

Paul, the other fourth year veteran, compared Mervyn's coaching style to the style of coaching which he had experienced as a club swimmer and expounded the problem facing the coach.

> This year - well, it's different! It's more like when I was swimming in high school where I was under basically an age-group structure, you know, because we have the [local swim club] swimming with us and the same type of coaching. You know, the coach is always on you. He's always pushing and I've never trained this hard for four years, except in the summer time. At the same time I don't know if that's what university swimming is all about. I think it's going to change that way, but I think a lot of people were not prepared for it. That's what the problem is this year, there's a revolution in swimming and where there's a revolution a lot of people get wiped out, wasted or left behind. That's too bad, but it's got to happen!

For the swimmer like Dan, on the other hand, who was "looking forward to coming to university and not having to work as hard and getting a bit more enjoyment out of it", the hard training sessions were not too appealing, nor what he had expected.

> I found out that everything had changed. You know, they had a coach that was really out to make a good team and wanted a successful team and it was a big change. The swimmers that had come in were looking for something that was totally different than what developed this year.
>
> I was expecting a part time coach that would come in and just say to us, you know, "Here's the workout. You can do it and if you can't make a workout, fine, just come when you can or when you want to".

This attitude, which was widespread amongst the newcomers to Varsity swimming, was highly indicative of the mentality of university swimming. University swimming did not hold a very respectable position on the excellence ladder and even local swim clubs did not have a high regard for university swimmers. As Paul states, "Before, university swimming used to be the meeting place for the old fogeys. They used to be completely psych races - they weren't swimming or training or conditioning. They were swimming completely on their heads and not experience".

Mervyn Duncan was going to change that outlook. Many of the swimmers knew him or knew of him. He was an experienced coach with a reputation for hard work and successful coaching. Swimmers, particularly those who had trained under Mervyn for two years with the local club, knew that he would expect total commitment to swimming from all team members. Commitment and hard work were Mervyn's ingredients for success; but for many of the swimmers, commitment and hard work did not fit in their scheme of things. They had spent their last ten or twelve years devoting three or four hours daily to swimming and were now looking for enjoyment and easier workouts. University swimming as it had been depicted to them, was going to be a rewarding experience after all those years of tough swimming. They were looking forward to the "laissez-faire" approach, not a continuation of the pressure-filled coaching method used during their swim club years. With Mervyn as coach of the University team, it was apparent that pressure swimming would continue. This juxtaposition in expectations of university swimming at the beginning of the 1976-77 swimming season unknowingly placed a great deal of strain on the coach-athlete relationship and augmented the strain that besets all coaches who take over the leadership of existing groups or teams. The strain in this case was magnified by the sharply contrasting coaching style of the new incumbent.

One can only speculate whether Mervyn's coaching style would have changed over the season had the club swimmers not been present at all training sessions. To the observer, it seems unlikely because Mervyn's style was intricately interwoven with his tightly structured swimming program. He was an intense, self-confident individual who believed strongly that his swimming program was most effective.

Certain stages and steps had to be followed and these led to a successful performance. His program had evolved over a period of years and having had achieved good success, he had undying faith in it. But to succeed with this tightly structured program, one had to follow every step along the way. Every step was a building block in his pyramid to success. There was no easy way up the pyramid. His style complemented his meticulously structured program. Every step meant hard work, self sacrifice and trust in the program. He believed that human nature was weak and to continually work hard, one had to be pushed and prodded. His coaching style placed those kinds of demands on the individual swimmer. If he wanted to be a successful swimmer, he had to work his way up the pyramid.

Mervyn was an experienced coach. He had worked with swimmers at opposite ends of the swimming continuum. In working with Olympic hopefuls, he had a group of elite swimmers who were completely committed to achieving swimming success. These swimmers had selected their goal and were committed to achieving it. They were highly motivated, self-disciplined, and eager to follow a program that would help them achieve their goal. They were willing to meet those demands, those pressures and stresses, and to make the sacrifices which they believed would lead to swimming success. There existed no conflict in goals between swimmer and coach. Swimming was the first priority.

On the other hand, Mervyn now worked with swimmers at the other end of the continuum, the club swimmers. Generally, they were young, flexible and motivated with a wealth of immediate and future goals to achieve. They were keen to learn, willing to accept discipline, and completely committed to the program. The regimented swimming program was similar to their educational program where compliance to an authority is rarely questioned. Again, in this situation, Mervyn's direct style was completely acceptable to the age-class swimmer and, the author surmises, appreciated by their parents who were dedicated supporters of the young swimmers. And again, there was not a conflict in goals. Whenever a young swimmer tended to falter in his commitment to swimming, a parent was always standing in the wings ready to re-affirm the commitment. Swimming was a top priority.

However, the university setting was a different situation for the Master Coach. First, the dichotomy in the sets of program expectations of coach and athlete created a coaching dilemma for Mervyn. Traditionally, university swimming was accorded a position midway on the swimming continuum, not because of a mediocre skill level, but more in terms of the student-athlete's priorities. For the Varsity swimmer, the first priority was his education and his career preparation. Usually, his second priority was his social life and his swimming commitment placed third on his list. Darren, the only married athlete on the team, candidly listed his priorities.

> As far as I am concerned, my wife always comes first before studying or anything. Okay? She always gets first priority. My second priority always, is law school. Because I've been through five years of university, and I have one year left, and I had honours grades for five years, and if I get honours grades this year and next year, I'm going to get a good job and I'll be set up. So it's very important to me that I get my honours this year and next year. So that's priority one and two. Number three is myself. I want to take time out to relax , to be social, and to enjoy life. And the next priority after that has to be swimming. So it would have to be fourth on my list, and it's a long ways down. And I'm going to work at it while I'm here because it's important, because it supports the whole system. If I don't work

> at swimming, then I don't feel good about taking time off and I'm not getting the physical outlet that started me in swimming - so it's important. But it's not AS important - it's way down the list!

When asked why he thought some of the top swimmers had quit the Varsity swim team, Darren quickly provided a very insightful analysis of the situation.

> I think [they] quit because they were looking for an easier swimming career in university where they wouldn't have to be in attendance all the time or working all the time - where they could use it as a secondary experience and use their social and their university experience as their primary experiences. Well, the [Jones] both swam since they were six or seven years old. It's always been swimming as a first priority, I think. They were tired of that first priority and they wanted to do other things, but they didn't want to give up swimming. And that is why they changed to university instead of staying with [City Club]. Then [City Club] and the university were rolled into one and they found they hadn't escaped the horror that they had wanted to escape at the university. And they realized that they couldn't do both anymore and swimming had to go.

Therefore, it becomes obvious that swimming was not a first nor even a second priority with most of the Varsity student-swimmers. On the other hand, for Mervyn it had to be a first priority because Varsity had given him a mandate to produce an elite swimming team. For the master coach, this placed university swimming at the elite end of the swimming continuum. Conflicting goals, conflicting priorities, different expectations: the coaching strain becomes rather obvious.

Secondly, the coaching strain was compounded by Mervyn's dual role as coach of the City Club as well as coach of the Varsity swimming team. Furthermore, he coached both teams at the same time and in the same pool at the university.

Initially, Mervyn's dual coaching role had been considered by the Athletics administration as a tremendous coup for university swimming in light of its decision to establish an elite swimming program at Varsity University. By hiring a top-flight coach with national and international recognition, and who was deeply involved with a successful local swimming club, the Varsity Athletics department had apparently enhanced the University swimming program (if not the whole athletics program) on three fronts.

First, as a master coach and a recognized program organizer and administrator, Mervyn would give the Varsity swimming program obvious credibility, not only at the university level but also at the national level. Secondly, since Mervyn was coach of one of the more successful local swim clubs, as well as that of the University team, then recruitment of the top swimmers locally, at the very least, and provincially, with a high probability, appeared destined to succeed. A reputable master coach with an excellent training program would undoubtedly attract the better swimmers and thus, expectations were high for a successful swimming team. Thirdly, with this kind of commitment to improving swimming at the university level, the Varsity Athletic administration was now in a position to confront the national swimming body, the Canadian Amateur Swimming Association (C.A.S.A.) and Sport Canada, with a proposal asking for a substantial amount of monetary support for the Varsity swimming program. Both of these bodies had made provoking statements, following the 1976 Olympics, implicating Canadian universities in the process of developing elite coaches and elite athletes (See Chapter I and Chapter II). Varsity Athletics, in September 1976, was now ready to strike. It was time, as the Varsity Athletic Director put it, "to find out if these agencies were going to put their money where their mouths were". Unfortunately, the season had come almost to an end when the national bodies replied that the Varsity proposal was great, but that no financial support would be available for the 1976-77 season.

The delayed response had placed considerable financial strain on the Varsity swimming program and ultimately on Mervyn's leadership. It was a strain on the program because of cutbacks in the budget which had eliminated a planned training camp in Hawaii and left no contingency funds for setting up incentive meets. For the Master coach, the unavailability of funds for incentive meets prevented him from developing an attractive meet schedule. This in turn created a motivational barrier to building team unity, a most important goal of the coach. As we shall see later, a dissimilarity of goals created another conflict between coach and athletes.

Before turning our attention to a discussion of the strains involved in playing a dual coaching role, it seems appropriate to mention that besides the strategy-based rationale described above, there was a very practical rationale behind the existence of Mervyn's dual role.

As described in Chapter II, the hiring of Mervyn as coach of the university team necessitated a process of negotiation between the local swim club and the Varsity Athletics administration because the Master coach had already signed a two-year contract with the club. The club had previously negotiated use of the university pool for daily training sessions and thus, the two parties were familiar with each other's needs.

A simple business deal was worked out. Mervyn would continue to coach the club swimmers at the university pool in the mornings, but would take over the coaching leadership of the University men's team at the evening training sessions. At his discretion, several club swimmers would be selected to train with the Varsity team. Thus, to obtain the coaching expertise of Mervyn, the university traded off daily pool time and in addition paid a lump sum of money to the club who continued to pay the coach's salary. In effect, Mervyn became a temporary staff member of the Varsity Athletics department, for whom he directed the overall competitive program and coached the men's swim team. Concomitantly, the Master coach trained his City Club swimmers, thus, playing out his dual role in the context of the Varsity academic scene.

The Dual Coaching Role Strain

A cursory examination of Mervyn's dual coaching role would lead one to think that the two similar roles would combine extremely well. The contingencies enhancing the compatibility of the two roles had been established during the pre-season. Mervyn would coach both groups at the same time and in the same pool. Accountability to two different organizational administrations appeared to be no problem since both organizations now professed to have an identical goal: the development and training of elite athletes. Unfortunately, as the swimming season progressed, the incompatibility of the two coaching roles increased and subsequently became a source of strain and conflict for both coach and athlete.

The resulting strains can be attributed to two main closely interrelated causes: (1) group differences and, (2) lack of group identity at training sessions and at meets. The effect of these two causes were not initially obvious during the first two or three weeks of the university swimming season although the conditions for the resulting conflict had already been established when Mervyn accepted the dual coaching role. One could call this unfavourable situation a pre-meditated conflict. But let us now examine these two causes more clearly.

Group Differences

Besides the obvious differences in age, skill and sex, the club and Varsity swimmers differed in other respects. The club swimmers were a completely committed group with swimming a top priority. (Parents of swimmers paid a considerable amount of money to keep their children in the swimming club.) The majority of Varsity swimmers, on the other hand, were not a fully committed group and swimming, at best, was a secondary priority. Mervyn had espoused the idea that the Varsity swimmers would be "models" for his young club swimmers. But his disappointment became evident when his Varsity swimmers, particularly the "top" swimmers, displayed a very poor attendance record. At some of the evening practices there were often just as many club swimmers as there were Varsity swimmers as a result of poor attendance. On several occasions, Mervyn intimated that his club swimmers were holding the Varsity sessions together. Without their presence many sessions would have had very light turnouts. Generally, the Varsity swimmers did not mind the presence of the club swimmers, particularly the senior club swimmers. Paul was very candid in expressing his feelings about the subject.

> Oh, I love it! I really do! There are a few of them that had very bad attitudes at the beginning of the year and it really rubbed off on me. It affected my performance for a while. Most of them are just excellent people, and they really put out. And swimming with guys the calibre of Larry really helps me, especially swimming backstroke. We've got really good mutual respect for each other. He's helped me a lot.

On the other hand, some of the other veterans were not as pleased with their presence in their lanes. Dale, a third year veteran, was quick to point out that at the beginning of the swim season he had felt that there were too many swimmers from the local club but now, "I don't know if the numbers have actually decreased but you get used to them." Their presence bothered him before because "I was used to training two to a lane or something like that last year and the year before, and when there's four to a lane, and plus they're all younger than you are, it bothers you."

The real issue was not whether or not the two different groups could adjust to one another but the influence of their co-presence on the coach. In spite of the differences in the two groups, Mervyn treated them as one homogeneous group. And he then only discriminated in terms of skill level - mediocre swimmers in lanes one to three and good swimmers in lanes four to six. Sex and age was never a criteria for grouping swimmers in lanes. Treating the swimmers as a homogeneous group complemented his structured or regimented program and his direct coaching style. This has already been discussed previously and will not be expanded further here.

The homogeneous group approach raises the question of whether Mervyn perceived greater personal commitment to the club or to the Varsity team. To the casual observer, who could identify the two groups, it would have appeared that he paid more attention to the club swimmers.

There are two quickly discernable reasons for this apparent imbalance in attention-giving: (1) the poor attendance of the Varsity team members, and (2) the attention paid to a particular club swimmer in the morning session may have carried over into the evening session. For example, Mervyn might have been "riding" a particular swimmer at the morning session and then continued to "ride" him at the evening session. The Master coach spent nearly twice as much time interacting with his group of select club swimmers as he did with the Varsity team. Obviously, he knew them better; knew their family background; knew their swimming abilities and their swimming needs. Therefore, he interacted with them much more frequently on a personal basis. For example, he "sat on" club members regularly whereas he very seldom used that technique with the Varsity team members.

Lack of Group Identity

Ironically, one of the consequences of this homogeneous group treatment was the lack of group identity that it afforded its members. The most distinguishing features of the group were the age variation and the sex differences. Some of the young club swimmers were obviously noticeable due to their size and sex, but the senior club members mixed quite well with the Varsity swimming team and to a casual observer there was no apparent distinction between them. It should be mentioned again that besides the regular three or four female club swimmers, two swimmers from the Varsity women's team were also in regular attendance at all the evening training sessions. After Christmas of '76, this number increased to four and sometimes five.

The irony of the situation lay in the fact that Mervyn's main objective was to build a strong Varsity swimming team, yet, for the sake of efficiency and ease of handling the dual coaching role situation, actually created an obstacle which made the achievement of that goal very difficult. Team identity is a strong component of team cohesion or team unity. In this particular situation it was difficult to tell who was who and who belonged to what unit. One of the swimmers analyzed the situation succinctly:

> Well, a big problem has been training with the [City Club] people. That has really taken away from the Varsity team spirit. For example, before Vegas, I never knew who was with the Varsity team and who was not. I was very shocked when we got to Vegas because people that I had thought were swimming with Varsity weren't there! And they should have been. I was rather disillusioned at that point because I thought we had a team, but the people I thought were on that team weren't on it! And that's a mistake that I don't think should be repeated. I think that if you want to create a team atmosphere you have to train as a team.

Thus a situation made practical for the easier execution of the responsibilities of a dual coaching role had become impractical for building a "team", the topic of the next chapter.

But group identity problems arose at other occasions as well, particularly when both groups were in attendance at the same swimming meet. For ease of handling the two groups, Mervyn kept both teams sitting together or in very close proximity. His attention was devoted to a greater degree to the club swimmers. This is understandable, since these meets were much more important to the club swimmers than to the Varsity swimmers. Public scrutiny was focused on the City club swimmers; parents and club officials (also parents) were there to watch their children perform. It was, therefore, more important to Mervyn to be identified with the swim club. However, there were only a few occasions when this problem presented itself and since they were early in the season and the significance of the meets for the Varsity team considered minimal, one would have to classify them "inconsequential".

But the dual role became a coaching dilemma when the club meet schedule conflicted with that of the Varsity team. Mervyn faced a predicament in decision-making when each team had an important meet in different venues and in different cities. This predicament occurred more frequently in the latter part of the season when the more important meets were scheduled for both the Varsity team and the Club team. Furthermore, the decision to accompany which team became extremely crucial as the importance of the conflicting meets increased and his attendance as Coach became imperative. As a rule of thumb, Mervyn alternated his presence at conflicting meets so that one weekend where he accompanied the Club team was followed by his presence the next time at the Varsity meet. This was not always the best solution to the problem but the Coach was in a "double bind situation" for which there was no easy solution. As the conflicting meets became more and more important the situation became less and less tenable. For example, one weekend late in the University swimming season, the Coach was faced with an extremely difficult choice because of conflicting meets. For the club swimmers, the Canada Cup Swimming meet was a "must" while, the Varsity swimming team had a very crucial Conference Championship meet scheduled the same weekend. According to the alternating system established, the decision was elementary because it was the club's turn to have Mervyn's presence. In spite of that, Mervyn had a great deal of ambivalent feelings with regards to this decision to accompany his Club swimmers. His Varsity swimmers were definitely going to be tested at the Conference Championships. He felt strongly that he should be there to assess the situation and plan the appropriate strategy. He had worked extremely hard at building this team and this meet was going to be the crucial test not only of their preparedness to compete successfully as individuals, but as a team. Furthermore, their capability to conduct themselves in a manner deserving of a Varsity swimming team member, was going to be severely tested. It took only one "joker" to upset the apple cart and then the team would be wrapped once again in the shrouds of instutitional ill-repute. Mervyn had carefully guarded against team misbehaviour throughout the season by carefully planning a "team" agenda for the away meets: bed at 11:00 P.M., breakfast at 8:00 A.M., team meeting at 9:00 A.M., etc. But now, he would not be there and the swimmers would be responsible for their own conduct. For this reason, he had waited until the last day before the team's departure to inform the Athletic Director that he would not be travelling with the team because of his prior commitment to the Club. Originally, he had not planned on mentioning the dilemma to the Athletic Director, but since the burden of responsibility had been delegated to his assistant coach-manager, he felt that someone in the Athletics department should be well aware of the situation. Nevertheless, he felt obligated to fulfill his commitment to the Club, and there was no question of reversing his decision.

Actually, Mervyn's duality of roles at this particular stage of the swimming season was beginning to annoy some of the Club parents.

They had gone to considerable expense to obtain Mervyn's professional services and they wanted their children to reap the benefits of his swimming expertise at training sessions as well as at meets. At this point in time, Mervyn was receiving a rash of telephone calls from Club parents annoyed that he was not travelling with the Club team this weekend, or that he was unavailable for swimming practices because he was away with the University team, or conducting a coaches' certification program in Ottawa, or was in Toronto defending his position paper on university swimming in Canada. Arranging for a substitute coach whenever he was away did not alleviate parental complaints. Parents felt that they had paid for the best and were therefore entitled to the best.

It is fair to say that Mervyn realized the difficulties inherent in playing a dual coaching role and thus was prepared to tolerate the parental complaints. But, he had made a dual commitment as well, and he was determined to see it through to the end.

Other Coach Strains

Over the course of the swimming season other strains and conflicts surfaced periodically, but these were considered minor when viewed in the context of the complete university swimming season. They were strains common to most coaching situations. Often they appeared major at the time of the crisis, but once they were resolved these strains or conflicts tended to be forgotten rather quickly.

Strains between coach and management normally fall in this category. For example, on a few occasions, the Varsity swim team's training session was cut short by a scheduled intramural activity. This upset Mervyn because he felt that the swimmers needed the daily two hour practice. This usually wound up as a compromise between Mervyn and the lifeguard on duty at the time. Rather than lose one half, the team lost fifteen minutes. Scheduling problems of this type, of course, are common in a university setting where so many different groups are vying for the use of facilities.

However, there were other strains due to the multiplicity of roles played by Mervyn. He was a teacher and a graduate student as well as a coach. His vast knowledge of swimming made teaching the introductory swimming course during the first semester a rather easy responsibility. As a matter of fact, Mervyn found teaching a very refreshing respite from his heavy coaching responsibilities. In the second semester, when he taught the advanced coaching course, Mervyn put in a great deal more time in the initial preparation of the course and in developing a course handbook.

The role of graduate student though, did provide some strains during the first university semester because of the great amount of time consuming work which was required in his courses. The pressures of meeting deadlines for essays often interfered with his busy coaching and teaching schedule. Somehow, Mervyn managed to get through that semester's work quite successfully. But the experience made him realize that the pressures of his multiple role-playing were far too much to carry for another semester. Consequently, in the second semester, Mervyn restricted his activities to fulfilling the responsibilities of coaching and teaching. Attention will now be turned to the athlete.

II. ATHLETE STRAINS AND CONFLICTS

Over the years, Canadian university swim coaching has struggled under a "minor sport syndrome" which contributed greatly to its "fun in games" reputation. The minor sport label generally meant a smaller budget, fewer contests, less athlete commitment, fewer participants, a smaller following and invariably less prestige. As one Varsity swimmer put it, university swimming "is more like a serious recreation".

There were also external factors that helped to maintain the lesser status of university swimming. One of the most important factors was the surge of local swimming clubs whose rapidly developing programs were producing many top national class athletes. The rivalry between clubs had led to a search for top quality coaches. That resulted in the hiring of professional coaches, generally from the United States or Europe. As more money and more professional expertise was invested in the club programs, more and more first class swimmers were developed. This inadvertently placed considerable pressure on university swimming programs. First, the university swimmers had great difficulty competing successfully against club members. This meant a further loss of prestige and downgrading of the university program. Secondly, university swimming could not compete with the American colleges and universities in recruiting the top club swimmers into their program. The larger U.S. schools could offer the Canadian athlete expert coaching, excellent training facilities, first-class competitions and attractive athletic scholarships. The biggest drawing card, of course, was "the relative simplicity of obtaining athletic scholarships" (Fraser, 1977: 49).

Although Canadian universities generally possessed reasonably adequate swimming facilities, there was a lack of funds necessary to support a swimming program that would compare favourably with the American programs. First-class competition meant travelling great distances - a huge expense. Coaching expertise also involved a considerably larger budget. But, without the first-class competitions and the professional coach, there was little hope of attracting the excellent swimmer. Then too, there is the issue of athletic scholarships. Canadian universities have always held the philosophy that athletic scholarships were detrimental to maintaining the high academic standards which they professed to hold. Therefore, Canadian university athletics could not in any way directly fund the athlete. With the U.S. colleges skimming the cream off the top every year by offering lucrative scholarships, Canadian university swimming had no means of drawing the elite swimmer to its program. In a final analysis, one could say that the most crucial factors hindering the development of university swimming have been the institutional academic philosophy of the university and the lack of essential funds to upgrade the program.

Viewed from the perspective of the top class club swimmer preparing to enter university, there were a few options open to him depending upon his personal orientation. If on the one hand he wanted to take advantage of his swimming assets to earn his way through university, then the American athletic scholarship was the way to go. If on the other hand, his education and career preparation were most important and he had the necessary funds and the scholastic ability, the Canadian universities were most attractive. The athlete whose first priority was swimming had no option but to go south where the competition was best.

Thus, the kind of situation that existed at Canadian universities seemed to attract a certain type of student-swimmer. Generally, the swimmer was looking for a moderately easy competitive program with relatively little pressure and an emphasis on social development. He found that situation in most Canadian universities.

Varsity University, more or less, fit into that "fun in games" mold in the 1975-76 swimming season. The "rookie" student-athlete who came into the Varsity swimming program in many cases arrived with a set of preconceived expectations. He thought he knew exactly what to expect of the university program. Traditionally, he could expect to find himself in a situation relatively free of pressure. With his eight or ten years of club experience he could expect very little competition in his bid to "make" the team. His swimming goal was to get a trip to the Nationals and since he could already meet the qualifying standards, he envisaged no problem. He expected a much easier commitment to training because swimming was secondary, his education came first. And education included social development, something he had had to restrict as a club swimmer. For this reason, he also expected training sessions to be a "come when you can" situation. And, because of fewer contests, weekends would be relatively free to do as he wished. After all those years of hard training sessions, swimming was going to be a "fun" activity; a means of keeping fit; a trip to Hawaii; a good social time.

The veteran returned with a set of expectations that Varsity swimming was "serious recreation" and that the program operated under the kind of philosophy that one veteran swimmer described as "you can do as much work as you want to do." That philosophy and the experience of the previous two or three years had shaped and confirmed his expectations for the 1976-77 Varsity swimming season.

The strains on the student-swimmer role in that kind of situation were minimal. There were no conflicts because the swimmer actually set his own goals and established his commitment as he saw fit. He was expected to work but there was no pressuring, no pushing, no prodding. He was the decision-maker.

Thus, the Varsity swimmers were not prepared for the "revolution" of the 1976-77 season. They were three or four weeks into the revolution before the plans were fully explained to them at the October Crisis meeting. The student-swimmer had had no input into the decision of Varsity Athletics to upgrade the swimming program to a level of elitism. The decision to redirect the program created several conflicts for the athlete-swimmer: conflicting expectations, conflicting goals, conflicting priorities, and conflicting coaching style. In spite of the fact that these conflicts were actually generated by a decision of the Athletics administration, they manifested themselves as a result of the strain that they exerted on the coach-athlete relationship. This is the reason why these conflicts have already appeared in the discussion of the coach strains and conflicts. Consequently, only a brief discussion is given here in order to provide a descriptive account of the conflicts from the student-swimmer's perspective.

The set of expectations that swimmers had at the beginning of the season were now in conflict with the institutional expectations manifested by the Master coach. For many of the swimmers it meant a re-socialization process. For the "veteran" accustomed to a somewhat "laissez-faire" system, it meant a return to the more regimented club system. For the "rookie" swimmer who had recently graduated from the club system, it meant a continuation of that system and it dashed their hopes for continuing swimming on a less pressured level and still live an "outside life". However, there were several "fringe" swimmers who welcomed the regimented system, who thrived on it because they could see tremendous improvement in their swimming. It was a new experience for them and although they knew they could never compete on a par with the "big" boys, there was self-satisfaction in knowing they could "hang in" there. Getting through a 7000 yard practice session was an achievement in itself.

None of the athletes were in Varsity swimming to achieve national or international success. Academic achievement was the first priority. Swimming was a physical outlet, something they had done for many years and though it was still an important aspect of their life, it was not regarded as a life commitment. They were not pursuing swimming as a career; it would end upon graduation from university. In this regard, one veteran swimmer commented, "I've accomplished my goal to get a little better, to have my physical outlet, and to have a little bit of pride."

CHAPTER IX

THE COACHING PROCESS: BUILDING A TEAM

The Master Coach's task had been very clear from the beginning: build a program, build a team. These two objectives were synonymous for the Master coach because if one could shape and mold a great team out of the raw talent at his disposal, then the Varsity program would also increase in stature and reputation.

Mervyn had the master program, all that was required were the athletes to run through the program. And, Varsity appeared to have a good crop of top-flight "rookie" swimmers as well as a number of good "veteran" swimmers. Thus, the task appeared relatively simple and achievable within the scope of the 1976-77 university swimming season.

What follows is a chronological account of the events that occurred during the season as the Master coach went about the business of building his swimming team.

Cutting the Team

The first responsibility of the Master coach was the unpleasant duty of cutting the large group of candidates down to a manageable team size. According to the rules and regulations set down by the Canadian Intercollegiate Athletics Union (CIAU), team rosters should comprise no more than fifteen members in all CIAU sanctioned swimming competitions. However, the Conference and National Championships, both CIAU sanctioned competitions, were five months away.

Mervyn's philosophy regarding swimming candidacy was not unique but, it was relatively simple: work them extremely hard in the first weeks of the "build-up" phase and the less skillful and poorer conditioned athletes will tend to eliminate themselves from the group. And that is exactly what he did: on the third day of training the swimmers logged 5000 yards. After two weeks the daily log book indicated a workout of 6500 yards. But that bit of strategy, much to Mervyn's amazement, eliminated only a few swimmers although many among the poorer swimmers had cut their attendance to two or three per week after the first full week of training. Those that persevered were reinforced positively by Mervyn who often complimented them on their tenacity to "hang in" there.

The positive reinforcement these "marginal" swimmers received was well deserved because right from the first day of training they had worked extremely hard in spite of their knowledge that out of the large group of twenty-five or so swimmers, they would be the first to face unsuccessful team candidacy. Although the Coach had not obviated their swimming mediocrity, he had provided them with a subtle means of comparing themselves with the "good" swimmers by discriminantly dividing them into two groups: the swimmers who had been on a regular training schedule and those who had been on an irregular training schedule. On that basis they were assigned to lanes. It became immediately evident that those who had not been on a regular training schedule were far behind in fitness and in skills. Their chances of catching-up were remote, to say the least.

This group structuring, whereby the "poor" swimmers were assigned to lanes one, two and three, and the "good" swimmers to the remaining three lanes, presented a very interesting study in social comparison. The experienced club swimmers "trying out" with the Varsity team also used the grouping as a means of assessing and comparing chances of successful candidacy. After a few days of training, he could assess fairly accurately the situation and thus determine where the competition was likely to come from in his bid for successful candidacy. It was really a numbers game because he knew exactly where he stood in relation to the other experienced "club" candidates and the "veteran" Varsity swimmers. After quickly eliminating the swimmer with the obviously inferior training base, it became a mere matter of counting heads to see if he was in the high probability success group. On that basis, the former club swimmer felt reassured that he would be a successful team candidate. When one of these experienced swimmers was asked if he had felt that there was a possibility that he might be cut, he replied confidentially:

> No, not really. He [Mervyn] did give a lot of leeway to people who had ability. In that respect he treated people fairly. I didn't think that I'd be "cut" because if I went, a few others would have to go, sort of, because they're on the same training base, therefore on the same times and he couldn't really do that because he'd be throwing a lot of the team away.

One of the consequences of that attitude which stemmed from an obvious large difference in skills between the "good" and the "poor" swimmer, was an abuse of the system. Some of these swimmers began to display very poor attendance records after a few weeks into the training season. However, their confidence was apparently well founded because they became successful candidates.

The Master Coach had warned all swimmers at the first training session that the group would be pared down to team size after three weeks. Early in the season he had made his assessment of the swimming talent in the pool and commented to his assistant coach-manager that he could see only seventeen swimmers with the talent required for successful team candidacy. Furthermore, four or five of those, he considered "marginal" swimmers.

Anticipating that many of the poorer swimmers would drop out after a few weeks, he felt that the "cutting" process would be a simple matter of posting a list of successful candidates on his office bulletin board. But, as previously mentioned, three or four of these swimmers managed to hang on for the three weeks "try-out" period and forced an announcement of the successful candidates at the October Crisis Meeting (see Chapter V for the full description of the contents of the meeting). At that time he read the list of names of the eighteen successful candidates to that date. A further cut to fifteen would be made later in order to remain within the constraints of the Varsity swimming budget which covered the travelling expenses of only fifteen swimmers.

Team vs Individual Goal Setting

It would be misleading to suggest that the October Crisis Meeting was held explicitly for the purpose of announcing the results of team candidacy because in fact, it was an agenda item of very low priority. The meeting had actually a threefold purpose: (1) to provide the coach's assessment of the swimmers; (2) to describe the long and short term goals of the swimming team and program; and (3) to describe the framework for building a team. The most important theme which threaded through the whole "speech" was "commitment". The Master Coach firmly believed that commitment was the key to building a successful team which was essential to fulfilling his short term and long term goals. Commitment also meant regular daily attendance at training sessions, the real reason that prompted this meeting.

Of importance to the reader is the fact that the meeting was a monologue; there was no discussion at any time during its delivery. The Master Coach presented the team goals, both long term and short term, strictly from his perspective as the leader of the team and as the official representative of the institution that had commissioned him to build an elite swimming program. He saw his task quite clearly: to mold these individuals into a strong competitive team.

The meeting obviated the conflict in goals between Mervyn and his swimmers. Generally, both the "rookie" and the "veteran" swimmers were not interested in team goals, particularly long range goals. Most of the swimmers had set individual goals for themselves, but had not considered team goals. Below is a sampling of statements by several swimmers regarding individual and team goals:

> My personal goals were for best times. I would have liked to have won the National this year as a team .... so I was hoping for that but that wasn't my goal, it was a team goal and nothing I could really control. I could try to help them on but .... Now I realize there is no way we're going to win the Nationals so it's back to individual goals.
>
> The goals that he set out were mainly team goals and to try to improve the overall team - set it up for the future. But as far as I'm concerned, for me personally, I just want to swim and do some best times.
>
> The only goals I have in swimming are to improve on times that I have done the years before.

> The goals that he set seem really quite high to me. But I don't know, just the way he goes about telling us what the goals are, it's almost like saying, "These are the goals" and "This is what we're going to do." It's not really getting a team up either.
>
> To make the CIAU Nationals this year - that was my goal. But long range goals? I probably won't be swimming too many more years, so I really haven't set those for myself.

For the "veteran" swimmer with one or two years of university swimming left, the long range goals were not meaningful. For the "rookie" swimmer, it now meant continued hard work, something that he thought he had left behind. Invariably for all swimmers, it meant commitment to swimming. Some were not willing to make that commitment.

Commitment

Much has already been said about the importance that the Master coach attached to "commitment".It was part of his coaching philosophy. Generally, all coaches would concur with that philosophy - without commitment there would be no team. Argument would undoubtedly arise over the degree of commitment the coach can reasonably demand of his athletes. From his team of Varsity swimmers Mervyn wanted a commitment to twelve hours per week, half the amount he expected from his club swimmers. Was that an unreasonable commitment? The hockey coach, the basketball coach, the football coach, all demanded and received that kind of commitment from their team players. Why not swimming? Many reasons existed for this lack of commitment from university swimmers, including the "minor" sport syndrome, the "serious recreation" image, the "fun in games" attitude, all of which have been discussed above. These reasons were valid and applicable to the problem of commitment in university swimming. But for the 1976-77 swimming season the most pertinent reason for the problem was the degree of commitment that Mervyn was expecting. It was far beyond the degree of commitment the swimmers had expected to make. They felt that the coach's demand of twelve hours per week was unreasonable; it was unheard of at the university level. Swimming was a secondary aspect of their university education. Nevertheless, for Mervyn this commitment to attend a daily practice was crucial to achieving the goals he had established and spelled out at the October Crisis Meeting.

Bucking the System

For the week following the meeting, all Varsity swimmers attended their daily evening training session. Evidently, it had had some immediate effect on the swimmers. Unfortunately, the effect did not last beyond that first week. In the second week in November, 1976, the attendance of several top swimmers became irregular again. The team had been selected and the swimmers whose attendance was poorest were the ones whom Mervyn had envisaged forming the nucleus of the team. But they were the very swimmers who were "bucking" the system despite the coach's various attempts at encouraging them to attend. He knew that the meet schedule did not have any incentive meets. The Hawaiian trip had been slashed from the budget in the spring of 1976 and the Vancouver trip fell through in the fall when the University of British Columbia (UBC) announced that they did not have a swim team. Thus, Mervyn was left with the onerus chore of setting up an incentive meet with a limited amount of funds. There was no question that an incentive was needed. The swimmers really had nothing to look forward to in the way of interesting meets until January 15, 1977. The Coach put "feelers" out to various universities in Canada and the United States. He knew that he had good swimmers with the potential for building a strong, competitive team, but he needed their commitment. It was apparent that he needed to lure some of these swimmers with an incentive meet.

The "Big Carrot"

The Master Coach's efforts finally paid off when the University of Nevada invited Varsity to train in their facilities during the Christmas holidays. Furthermore, a tri-meet was organized for the last day of the training camp. The University of Arizona and the University of Portland had agreed to a meet with Varsity swimmers. Thus, the Las Vegas trip was set providing the Varsity Athletics Administration could raise enough funds to supplement the swimming budget and sponsor such a venture. After several days of negotiation with the Athletic Director, the trip to Las Vegas was approved and sponsored by Varsity Athletics Department.

At the November 8th training session, Mervyn was in an exceptionally good mood as he announced to the group: "Okay, listen carefully because tonight's practice is important. We have a challenge and we have to work to meet that challenge. We have something to work for and we must start now."

The swimmers asked what the challenge was and Coach said: "I'll tell you when the time is right. I want to pique your interest right now."

Mervyn also arranged for the training camp to begin at Varsity

December 18th so that it would culminate in the Las Vegas trip on December 29th. So the "big carrot" was dangled before the athletes. The Coach had the incentive he thought would increase the attendance commitment of the swimmers.

Unfortunately, the attendance of several top swimmers did not improve. Mervyn, disappointed by their attendance showing and frustrated by the poor communication channels open to him, sent each team member a newsletter in which he outlined his expectations of the team.

> It is something of a pity that I have to resort to this means of communication but there are a few important things of which you should be aware, and since there are such few occasions when the whole TEAM is together [apart from the initial fervour exhibited two weeks ago which now seems to have died down to some degree]. I am having to write to you all outlining some proposals under the guise of a NEWSLETTER!

The Coach then described the incentive meet in Las Vegas and the preceding training camp to be held in part at Varsity pool and in part at Las Vegas. But most importantly, he laid out the criteria for selection to go to the incentive meet:

1) Attendance at training camp.
2) Ninety percent regular attendance at Varsity training sessions.
3) An overall indication of general fitness judged from competitive meets and training. [Three meets were scheduled before the opening of training camp.]
4) An overall indication of the "right attitude" and commitment to the team.

Mervyn really emphasized regular attendance at training sessions. With the NEWSLETTER, he included

> an ATTENDANCE PERCENTAGE SHEET taken from the beginning of the season and judged in relation to your initial commitment to attendance to team workouts. For team selection to Nevada it will be necessary to meet an average 90% of the training practices outlined for you as _________ per week.

The Coach pressed for a commitment from each swimmer to attend regularly.

> I sincerely hope you will make every effort to keep up with this minimum requirement. Anything over and above is obviously in your favour as this new commitment will start IMMEDIATELY. If you want to be a part of the team, then it will be necessary for you to put out to the best of your ability both in training and in competition. In this respect most of us will have to smarten up!

The Master coach closed his newsletter with an appeal for team unity:

> Make every effort to support your team program. Practically, this can only be done if you train hard and compete successfully and gradually build yourselves into a meaningful team unit.

Despite these efforts by the Coach, absenteeism at training sessions continued. A few days after the distribution of the newsletter, Mervyn re-emphasized its contents during the November 19th training session. In referring the players to the newsletter, he commented:

> If you can't attend the training camp let me know. If you don't want to be considered for team selection let me know. If you want to be treated as a team, work as a team. The Department is not prepared to sponsor fifteen swimmers; that means that another $1600.00 must be raised. They are working on that. But it also means that you must meet the criteria as set out in the letter - 90% attendance. I'll take to Vegas only 10 if that's the commitment I have or just Skip and I if he's the only one to meet the criteria.

When it became apparent that Las Vegas was not going to serve as the incentive that Mervyn had anticipated it to be, he instituted a new policy. At the November 22nd training session he talked about the new policy. Pointing to the pool office he said:

> Stan is phoning up all those who are absent tonight - that's our new policy. If the attendance doesn't improve, then the Athletic Director will come down and speak to them. He is aware of the problem and he is backing me up: "Well now, we can't support this team unless attendance improves." As you can see we are using every means at our disposal to improve attendance and shape up the team.

The "Double Bind"

It was soon obvious that the Las Vegas incentive meet and other pressure tactics were not improving the attendance situation. The Master coach was in a "double bind". If, on the one hand, he insisted on the ninety percent attendance commitment he chanced losing the good team he had envisaged building and the team upon which he had pinned his hopes when he went as far afield as Las Vegas to obtain some competition. When he had first received confirmation from Las Vegas he had commented, "This is a good deal, there will be four universities there. I got this invitation because of my name. Now if the guys do well, it could mean a lot for the team." Without these top swimmers there was no hope of doing well in the Las Vegas meet.

But on the other hand, if he accepted their irregular attendance commitment, he chanced losing his team control and the team unity he was striving for. The Coach was not about to give that up; that was all part of his philosophy of coaching. Mervyn had given them an ultimatum in his newsletter and he was not about to back down. He continued to press for the commitment that he not only considered reasonable but essential to building a solid unit.

With attendance at another critical point a confrontation was imminent. But it did not come until after the last weekend meet in November when four of the top swimmers confronted the Coach and argued that they could not put in the kind of swimming commitment that he demanded. Furthermore, they were not going to attend training camp because they were not intending to go to Las Vegas with the team. For them, Las Vegas was not the place where they wanted to spend their holidays. One swimmer expressed their feelings very well:

> But the showerroom attitude was, "Vegas? Why Vegas? There's nothing there to attract me except that we're going to spend ten hours in the swimming pool." And that's why people didn't come. They wanted more time off and less time that they had to devote to team activities. I don't want my time clustered because my time is regimented all year and I want some free-wheeling time now. Too much regimentation and everybody knew it. Well, the people who had trained under Mervyn, especially the City Club swimmers knew it, knew that it would be cut and dry! "You have half an hour to .... You've got fifteen minutes to ...." And they were the people who backed out first.

Mervyn refused to back down on his demands, but agreed to meet with them on Friday, December 3rd to discuss their future with the team. Mervyn was very disappointed with their attitude and annoyed with their reasons for wanting to be exempt from the training camp and the Las Vegas meet. For the Coach, the building of his team had reached a critical point again. Therefore, on the Monday following the meets, he called an emergency meeting. All team members were called by the team manager to assure full attendance. After the training session the Master Coach met with the team. (The reader is referred to Chapter III where the meeting is reported verbatim.) Following an assessment of the past weekend meets, Mervyn asked the twelve swimmers each in turn to commit themselves to the team and to regular attendance. To a man, each made the commitment including one of the top swimmers who had been a problem in terms of attendance at training sessions. But the swimmers who had confronted Mervyn after the Saturday meet were not present at this meeting. Two other swimmers were not present: one, a top swimmer, had recently quit the team due to a recurring shoulder injury, and the other, a "marginal" swimmer, the manager had not been able to contact. But Mervyn was reasonably happy with the commitment he had received although he had to resign himself to the fact that he would be taking to Las Vegas an inferior team because of the apparent loss of five top swimmers.

His meeting with the four swimmers on the third of December confirmed their loss to the team, at least as far as the Las Vegas trip was concerned. At that meeting both sides reiterated their positions although Mervyn backed down slightly by postponing to January 1977 their decision on whether or not they wished to be part of the team. But his condition of full attendance at training sessions still stood and had to be met if they decided to continue working with the team.

In another newsletter, the Master Coach indicated his feelings regarding the team situation in early December 1976.

> Coach [Duncan] is not so happy: "Some of our best swimmers failed to meet up with the required standards - primarily attendance at training. They will not be going out of fairness to the others who did. This is a pity, because we could have a relatively strong team and do well in this kind of competition but in starting out any new program, building a team takes time. Some of the [men] will have to make up their minds about their own commitment and perhaps this will be resolved after Christmas."

The Master Coach further expanded on the reasons for the training camp and meet, indicating that it was "to get a firm footing in top competition especially in 1977 and future years. Already the University has received invitations from major colleges in the United States to compete, but it is essential first to build a team that can compete successfully and provide good opposition."

But the Master Coach's feelings regarding the poor attendance of Varsity swimmers were best illustrated at the December 17th training session when only seven Varsity swimmers showed. The fieldnotes read as follows:

> The Coach is very disappointed and annoyed at the poor showing of Varsity swimmers. He suggested that perhaps he should cut the practice off early - why put out if guys are not going to put out as well. (He did shorten the practice from two hours to one and a half hours).
>
> He asked the manager to phone and talk it up with the swimmers about how disappointed he was with their attendance and loyalty. "You tell them that I'm annoyed and disappointed and feel like 'chucking' the whole shooting match." I would too, if I did not have a commitment with the University and did not have other interests. This poor attendance is a personal affront - it's an embarrassment for me. Don't let them know what I've said; make them think it's coming from you. They'll listen to you better than if it's coming from me.
>
> The manager asked, "What about the [Jones] and the [McKays]? The Coach replied that he should not be concerned with them, but only with the "guys" selected to go to Las Vegas. He added that the [McKays] and the [Jones] knew where they stood and would have to make up their minds in January 1977 whether or not they wished to be a part of the team. "I won't make any concession to them. If they want to go to the Nationals (CIAU), they'll have to commit themselves to training on a regular basis or I won't have them."

The "Vegas" Trip

By the time the first part of the training camp opened in the Varsity pool on December 18th, the number of members in attendance had dwindled to nine Varsity team members. Four top swimmers were absent. Three of those, Mervyn had reluctantly agreed to exclude from the trip at their request. The fourth, a four year veteran on the team had gone home after the Christmas examinations and returned the night before the departure for Las Vegas. Mervyn had been extremely perturbed with this particular swimmer and only took him to Las Vegas because he felt at departure time that it was more trouble leaving him behind than bringing him. At any rate, although the Athletics Administration had been prepared to sponsor fifteen male swimmers, only ten swimmers finally went.

For the Master Coach, the trip had become a bit of a "nightmare" because he knew what the outcome of the meet would be. But, he had resigned himself to the idea that the team would not compete very well. For the "marginal" swimmers who were going, it was exciting and a dream come true, because initially they had felt that they would not have had a chance of being selected if the top swimmers had not bowed out. Generally, the swimmers who went to Las Vegas felt that it had been a good thing. If nothing else, they had developed into a unit. Paul, a four year veteran, commenting in retrospect on the Las Vegas trip stated, "The people that were down there were together and they still are. People that went down with me are really close and I notice that the people that weren't there are having a hard time getting in, you know, breaking into the group."

Another veteran supported the idea when he said, "I think the people who didn't come down, if they had come, their attitude would have been different when they came back." Thus, after Las Vegas, the team unit seemed to be taking shape.

Quitting the Team

There are always a variety of reasons for athletes, good athletes, quitting their team - clash of personality between athlete and coach, disagreement over goals, lack of commitment, lack of incentives, increased academic load, sustained injury and so on. Similarly, the Varsity swimmers of the 1976-77 season quit for a variety of reasons. One decided to quit the team because of a sustained shoulder injury as mentioned above. Three had been given the ultimatum by Mervyn and were to decide their own fate over the Christmas holidays. They decided to quit because they felt they could not meet Mervyn's demands to commit themselves to six daily training sessions per week. All three claimed that training interfered with their academic work as first year Engineering students. All three had the reputation of being good students.

The fifth swimmer quit after a meet in mid-January 1977 at which he had performed poorly. He felt he was not in good physical condition and that he did not want to give up anymore of his social life for swimming. As the other four swimmers, he had not been to Las Vegas with the team. Thus, by the third week in January 1977, the team had been trimmed down to twelve swimmers. Paul, in his last year of university swimming summed up the situation as follows:

> He lost a lot of good swimmers. At the same time, he lost a lot of rotten apples as well. What we've got now is not the most talented group I've seen but it's got to be the most determined, most committed group of university swimmers that I've seen at this university. The guys that are there now want to swim and want to swim right now. They want to race and they want to do their best times. So in that respect, we've got a few quitters that nobody worries about anymore and we've got a lot of people who are a heck of a lot stronger character now than we had at the first of the year.

So it appeared quite clear that a team was already in the making.

Informal Leadership

One of the things that the Master Coach had looked for in the group of swimmers was leadership. It was one of the cornerstones in the building of a team. He had hoped that one swimmer would automatically rise to the top. It had to be a swimmer who was a positive and regular example to the rest, an athlete who really "put out". When none surfaced, Mervyn tried to cast Skip into the leadership role but he resisted all his overtures and finally in exasperation, the Coach commented, "Skip is too moody for me."

Paul, a veteran Varsity swimmer, emerged as the actual leader of the team. His emergence as leader started with the Las Vegas trip, when he just seemed to take over as a self-appointed captain. None of the other swimmers objected. On the contrary, they supported his efforts. Ironically, Mervyn did not consider Paul an ideal leader because he felt that Paul was not a positive example. Mervyn had had to remonstrate him on too many occasions for "cutting off" during training sessions.

But in a team vote taken in January 1977, Paul won the captaincy of the swimming team. Despite the fact that he was not Mervyn's popular choice, Paul did an excellent job as captain of the team, particularly at the Conference Championships when Mervyn was away at another meet with his City club. Paul commanded the respect of his fellow swimmers with excellent personal performances in his events.

Deciding Team Policy

Another important dimension of team socialization relates to deciding on team policy or team rules and regulations. Within the general framework and policy guidelines established by the sponsoring institution, the university teams normally accept the responsibility of determining their own team rules and regulations. As suggested above, this job of establishing and enforcing acceptable standards of behaviour was a great source of anxiety in the previous year. This process of establishing team policy is normally accomplished in one of two ways: (1) the coach imposes a set of rules and regulations on the team members, or (2) the team members with the coach as advisor determine democratically the team rules. In the first case the coach has to be a "watchdog" whereas in the second case the team members fulfill that unpleasant duty.

For the Varsity men's swimming team, the Master Coach set the rules and regulations. With few meets before Christmas and all at home, Mervyn had not set any team rules until the mid-January 1977 meet at a rival university. At the Friday evening session before the meet, the Coach made the following comments at the team meeting:

> Stan will give you the outline of the travelling and accomodations plans. I have very few points to make. You should be looking forward to this meet. Not that it will be a great meet, but you should be asking yourself, "What will it mean to my times?" If you worked hard, you should be very fit.
>
> In Vegas no limits were set and some of you worked at those limits. But, I'm looking for a lot more this weekend so the reins are going to be tightened at this end but with common consensus because I want to safeguard those who worked hard. Get home and rest - put your feet up, watch T.V. and get to bed early. We want the 'something' to happen this weekend. Be a team; we only need one jackass to spoil it! Pick up as much information as you can.

> Be sensible! Relax! Recover! Make up your mind to do well this weekend.
> Everybody clear about the instructions?

The manager had distributed an agenda stipulating a curfew of 11:00 P.M. and a team breakfast meeting at the hotel restaurant at 8:00 A.M. on the Saturday of the meet which started at 11:00 A.M. It should be noted that since the meet was being held in the hometown of four of the swimmers, they were permitted to sleep at home overnight but were expected to be at the team breakfast the next morning. Thus, through this type of regimentation, the team was really being held in check.

On the one hand, some of the swimmers thought that the team rules had been set appropriately by the Coach, that it was his responsibility: "Oh yeah, that's fine, I think those are necessary. That's standard procedure when you're on a trip." On the other hand, some of the swimmers were unhappy with Mervyn's stipulated team rules:

> I was completely turned off. I couldn't believe it at all. I didn't violate any but I just didn't believe it. It's probably a first in history. In my entire career I've never had that happen - a curfew! I thought he should try to not encourage partying but certainly not discourage it. Because all the other teams got out and had a good time.

Generally the Varsity members had rather ambivalent feelings regarding team policy. Many felt that as individuals they did not like being treated that way but as far as the team was concerned it was "probably necessary" because some athletes "would have been hard to get along with, some would have no rules, and some would be fairly tough."

A very interesting situation arose at the Conference Finals because Mervyn, due to a conflict in the Club and Varsity meet schedule, was not able to accompany the university swimmers to this very important meet. For a few days before the team's departure, the Coach spent quite a bit of time talking and setting things up with Stan, his team manager, who, with Paul's assistance as captain, was going to be responsible for the conduct of the team during those three days. One had the feeling that he was really worried about the behaviour of the swimmers without his supervision. But his commitment was with the City club that particular weekend and he could not be there as well. This was going to be the real test of character for the team and for the individuals.

As it turned out, his worrying had been for naught because the team had not only performed well but had behaved very well. They had won thirteen out of the sixteen events but had lost the Conference title by a few points. But more important, many swimmers had made their best times and eight had qualified for the CIAU Nationals in Toronto. Both the manager and the captain were unanimous in their praise of the good behaviour displayed by the swimmers and particularly of the excellent team spirit which had been generated.

The team had finally crystallized. It was not the team of great swimmers that Mervyn had envisaged but it was a team with considerable team spirit and a lot of team pride.

Leadership, Goal Setting and Team Building in Retrospect

Team cohesion appeared to be a rather elusive element for the Master Coach as he tried to build his team. It was near the end of the season, at the Conference Championships, that the team finally came together as a unit. And it had been a paramount struggle for coach and swimmers alike. Perhaps it was just the nature of the sport, of university swimming in particular, with its long training season with few meets that created the difficulty because the team had started to jell in Las Vegas and then had really only become a cohesive unit at one of its most important meets of the season. But, in retrospect, one can detect the several factors which detracted from building a cohesive swimming unit.

The Master Coach knew the ingredients required for building a team: commitment, leadership, responsibility, loyalty, communication and selflessness. He had outlined all the elements at the October Crisis Meeting (See Chapter V). But he too recognized, as the season wore on, that there were definitely obstacles and barriers on the road to building his team.

One of the most obvious problems was the lack of team identity. With the City club swimmers practising with the Varsity men's team, group identity was difficult to achieve. As pointed out previously, some team members were unaware of who was a City swimmer and who was a Varsity swimmer until they went to the Las Vegas meet.

Despite the fact that many swimmers, particularly those who had "graduated" from the City club, did not mind practising with the club swimmers, in the overall process of building a team their presence had a definite negative influence. All swimmers, Varsity and Club, followed the same structured training program directed by the same coach at the same time and in the same pool. Thus, except for the age, size and sex of the club swimmers, there were no other apparent differences between the two groups to clearly identify one from the other. This "sameness" look made it extremely difficult to establish team identity; one could not really tell a Varsity swimmer from a Club swimmer.

The problem of "lack of team identity" was directly related to the Master Coach's dual coaching role (See Chapter VIII.) Of course, when it became obvious to Mervyn that the dual role was an obstruction to team unity, it was impossible to do anything about it. The Coach was actually in a situation which he could not change. He had made a commitment and would follow through.

Mervyn also became cognizant of the fact that the previous year's setting had exerted a strong influence on the 1976-77 swimming season. He attributed much of the team instability to the previous year's misdemeanor problem. He repeatedly told the team that they had to redeem the good reputation of the team. However, the importance that one can attach to that is a moot question since the members responsible for the misdemeanor had been admonished and expelled from the team.

But the previous year's setting did have a great influence in terms of building a team because of the leadership succession problem it created. Where the setting the previous year had been characterized by a loosely-structured, socially-oriented program, the 1976-77 setting was delineated by a highly structured task-motivated program. Thus, the student-swimmers who had expected the former setting were somewhat shocked to discover that university swimming had changed. The shock really came after the October Crisis Meeting when the new goals and objectives of the swimming program were outlined. One student-swimmer very aptly described the situation:

> The crisis came about three weeks after the initial team meeting when people realized that university was more than high school and at the same time that training was going to be quite the investment. And Mervyn was not going to back down or give people free reins to go to school and train one or two times per week and still get the same benefits as everybody else.

The difference in the settings was further highlighted by the Master Coach's directive leadership style which contrasted with the "laissez-faire" style of the previous coach. Besides increasing the leadership succession problem, Mervyn's command style of coaching had increased his authority and control and had decreased the team spirit. Despite the fact that the regimented wave type swimming should have promoted teamwork, the opposite seemed true in this case. In the first place, it had discouraged social interaction between swimmers as waves of swimmers worked simultaneously under the control of the Coach's whistle. The fact that they all worked at the same piece of work at the same time did not necessarily mean working together as a team. Furthermore, the person in the lane next to the Varsity swimmer may have been a club swimmer, thus the Varsity team identity was lost as well.

Then too, the hard workouts demanded the individual's complete concentration and effort. One veteran swimmer explained:

> This year you almost have to be so individualistic because of the tough training you are going through. You know, when you've 7000 [yards] a day of really hard work you have to give almost of yourself completely, I think. You could go through it and look at it completely individually and say, you know, "I'm going to be a better person for doing all this, and that's why I'm doing it." Self-discipline and whatnot. But then if you do that there's no team spirit.

When one is exerting that kind of effort and concentration, one is hardly cognizant of the person in the next lane. That obviously detracts from team spirit.

This brings up another important point regarding teamwork in competitive swimming. By its very nature as an individual sport, swimming stresses individual achievement. Except for the relays, teamwork is not required in swimming. It is also the author's feeling that teamwork in swimming and teamwork in football are two different things. Football, a team sport, demands the cooperative, selfless action of the individuals in a group in order to achieve success. On the other hand, swimming demands an individual effort because in a race, one man is pitted against another and is basically independent of any other individual present in the pool at the time. No other person had to throw a key block to spring him loose for a victory; the swimmer's victory is his alone. True, his victory is recorded as points for his team, but it was not contingent upon teamwork. This does not imply that there is no need for team spirit in a swimming team. There is! But, because success is so greatly dependent upon individual effort, a group goal becomes extremely important to the promotion of team spirit.

Teamwork or team spirit implies selfless commitment to a group goal. One way to increase that commitment and so enhance the team spirit, is to ensure that the group members have a voice in setting the goal. The greater the involvement of the group members in setting the goal, the greater the commitment and the greater the effort of individual members in striving to achieve the group goal (Zander, 1974).

The Varsity men's swimming team had a group goal but it had not arisen out of a group decision nor had they had any say in the matter. Many swimmers initially had set individual goals and their commitment reflected their assessment of how much they had to "give" of themselves in order to achieve that goal. Most were not willing to commit themselves to the long term goal of "building a successful team" which had been handed down to them. Many swimmers were in their last few years of swimming and could not see themselves involved in a long term goal. The coach had not asked them what their individual goals were, nor if they wanted to play a part in the new program objectives. The Coach obtained individual commitments but with the lack of intermediate goals, team spirit never really developed until the end of the season when the swimmers had an immediate goal to achieve. Perhaps one of the veteran swimmers expressed that best when he said:

> I kind of wish he [Coach] had had us suggest to him what kind of goals we would like to achieve this year. Like having him come out to us and say, "What would YOU like to do this year?" and not, "What would the team like to do this year?" because swimming is more an individual sport than it is a team sport. I think the team does well only if the individual does well. He never really had the individuals set goals this year, except to commit themselves. Does that make sense?

CHAPTER X

TENTATIVE SYNTHESIS AND POSSIBLE IMPLICATIONS

I. TENTATIVE SYNTHESIS

Summary

An ethnographic approach was utilized to begin the task of systematically describing the coach-player-team social system in a Canadian university setting. The project focused particularly on the coach and player interaction and the multiplicity of associated role sets and strains experienced by these central characters during a university swimming season. Inherent in the approach was a description of the role sets and role relationships as perceived by the subjects themselves and as observed and interpreted by the investigator. The case study focused on one international-level "master" coach and his relationships with a university men's swimming team. The study period extended over the 1976-77 university swimming season.

Within a basic ethnographic approach a variety of social research methods and tools were used to more fully observe, describe and understand both the macro cultural world of university swimming and the micro culture of the Varsity swimming team and its interacting characters. Through the coordinated use of participant-observation, informant interviewing, time and motion study, interaction analysis, videorecording and documentary research, a complete picture of the lives of individuals and their team was sought. This resulted in a more in-depth look at a master coach and an elite athlete in the context of a Canadian university setting.

It was hoped that the case study would make a contribution to the applied science of sport by beginning the process of describing and understanding what actually happens in the coaching process as seen from the perspective of both coach and athlete.

In order to avoid redundancy the researcher has synthesized the contents of the thesis by presenting a tentative typification of both the "master" coach and the Varsity University swimmer.

A Tentative Profile of Master Coach

The Master Coach is a man who is dedicated to his profession, working long days with little time for the social amenities of life. It is early to bed and early to rise. As a highly organized and self-disciplined person, he can handle the pressures of his very tight schedule. The Master Coach has a complex role structure playing a multiplicity of roles as coach, teacher, public relations man, counsellor, father and husband. His first commitment is to the sport which he coaches. His years of coaching experience have helped him develop a highly organized and a proven sport system. His past successes reaffirm his belief in the system.

The Master Coach is achievement-oriented; he knows what he wants and exerts great energy in achieving his goal. He has visions of a top-flight team, proud and successful. He has worked extensively with high-calibre athletes and hopes to continue working with that kind of dedicated, committed and motivated athlete. His well organized program which must be followed step by step, demands that kind of selfless, dedicated athlete.

As a task-motivated person he takes his job seriously and expects the same kind of commitment from his athlete. He believes that the task can only be accomplished by working hard.

He lives in a situation where there is an understanding of his need to sacrifice family and social life in order to fulfill his professional duties and obligations. But he organizes his time well and builds in time for his family. His community life is narrowed down to the swimming community. Swimming is his sole community involvement.

In his coaching role, he plays a great number of subroles such as planner, organizer, instructor, motivator, socializer, counsellor, humourist and goal setter. His training sessions, like his overall swimming program, are systematically organized and reflect his good management skills. He is authoritative and with his "command" style of leadership directs and controls training sessions and meetings. The whistle and sharp commands are the symbol of his authority and control. At meets he becomes the benevolent psychologist and knows how to prepare his athletes psychologically before and after the competition.

The Master Coach is a man who knows how to interact and communicate with his athletes. He "talks" to, he socializes with, he instructs, he challenges, he scolds, he praises, he commands, he "rides", he demonstrates, he confronts and he ignores the athlete. He utilizes those interaction techniques discriminately during the daily sessions and throughout the season.

A Tentative Profile of the Varsity University Swimmer

The Varsity University swimmer comes from a family unit of five or six and from the upper middle class income group. At twenty years of age, he is at the best and most formative swimming age. He has been swimming competitively for the past eight and one half years and seven of those years with a swimming club. The Varsity University has achieved numerous awards and honours as a top club swimmer. After years of club regimentation he has developed self-discipline and self-control and is capable of organizing his daily schedule quite well. He has been fully committed to swimming, sacrificing his social life to rigorous training sessions.

He is achievement-oriented and is typically an excellent student. He is registered in a professional faculty and is an honour student. He has high academic aspirations and a well-defined set of priorities, expectations and goals. His first priority is education; his second, social development; and his third is swimming. He expects a much smaller commitment to swimming and a greater commitment to expanding his social life. For this reason, he lives in a university residence. His individual goals are all short term and his main goal is to improve his personal best swimming times. He has no long term goal except perhaps to get to the CIAU National Championships. Swimming is a habit he wants to maintain in order to keep fit and to associate with people who share a likeness for the same activity. He loves swimming, he loves competition, and university swimming offers both.

A Tentative Profile of Master Coach-University Swimmer Interaction

In the daily interaction at the swimming pool a definite pattern of behaviour unfolds. The Master Coach with his years of coaching experience, successes and maturity, fully committed to swimming and with a set long range goal of building an elite swimming team, with a well organized program and with a belief in hard work, initiates, directs, commands, controls the action. The university swimmer, with his past club experience and regimentation, with his short term goals of improving his best times, with his expectation of easier workouts and more socially-oriented training sessions and with swimming, at best, a second priority, reacts by complying.

The interaction appears to be one-way with the Master Coach controlling the interaction with his instructions, commands, talks, challenges, modeling and socializing. The swimmer complies by performing the exercise - he works hard, he really "puts out". In turn the Master Coach reacts with praises. The swimmer complies but goes through the motions: his time is poor; he "cheats"; he shows indifference. The Master Coach reacts with a scold. If the swimmer continues to "cheat" the Master Coach reacts with a scold. If the swimmer continues showing his indifference the Master Coach "sits on" or "rides" the swimmer until he complies by performing as well as expected. If the swimmer continues to show indifference, the Master Coach "rides" him for a day or for a week if necessary and then will confront him on several occasions. If the swimmer shows no improvement the Master Coach will ignore him for several sessions until he improves.

Over the course of the season the pattern of interactional behaviour changes gradually. In the "build up" phase, the Master Coach gives exceptionally hard workouts; he wants to make his athletes fit; he "drives" them hard. The swimmer reacts by working hard. His muscles are sore, he looks for an easy practice. The next session is harder! But soon a pattern develops: a hard session is followed by an easier one. The top swimmers, not as committed as expected by the Master Coach, begin to miss the hard practices. They know they will make the team. They continue to miss training sessions. The Master Coach uses all possible means of communication to obtain a full commitment. Their attendance continues to drop. A series of confrontations result. The Master Coach demands a full commitment. He refuses to back down on his demands. The Master Coach gives them an ultimatum. Conflicting goals, conflicting expectations, and a change in leadership style place considerable strain on the coach-athlete relationship. As a result four top swimmers quit the team. The Master Coach is a victim of leadership succession, a common problem when changes in leadership occur.

Undaunted, the Master Coach continues the drive to achieve his primary goal: to build a cohesive unit. With individual commitment from twelve members he pushes them through a Christmas training camp and an incentive meet in Las Vegas. The team begins to jell and by the time the Conference Championships roll around the team shows its cohesion by putting out a tremendous effort and just narrowly missing the championship by a few points. Eight swimmers qualify for the National Championships. Eight swimmers have achieved their goal. Eight swimmers perform their best times at the Nationals and the team finishes third.

The Master Coach has not yet achieved his goal of an elite team this year. But the successes achieved by individuals have validated the effectiveness of his program once again. Next year he will build on this year's team.

II. POSSIBLE IMPLICATIONS

For University Swimming

The study raises a number of important questions regarding the viability of elite swimming programs at the Canadian university level. For the present Canadian university swimmer with his present set of priorities (swimming ranks third), elitism is not an expectancy nor a desired goal. Many swimmers anticipate that swimming in university will become more competitive, more demanding and will move up in priority. They also recognize some immediate pitfalls:

1) The present swimmers, the actual subjects caught in the transition, were not willing to make the change.
2) The "marginal" swimmer who was not good enough to make it at the national level, would be cut out of the system.
3) A large monetary incentive would be needed to attract the really good people required to develop the program.
4) Better competition means travelling to the United States and considerably more funding would be needed.
5) For the present top Club swimmers who have been competing

> for eight to ten years, university swimming would continue the same pressure swimming that he had experienced with the club and from which he now hopes to escape.

Thus, at the present time the university student-swimmer appears to be opposed to an elite swimming program.

For most Canadian universities an elite swimming program means a considerable increase in monetary funds to hire the expert coach and to pay for competitive meets in the United States. The Canadian universities frown on athletic scholarships, one way of attracting the top swimmers to the university setting.

This means that the national swimming body, the C.A.S.A. would have to fund the program to help pay for the expert coaches hired by universities and pay from travelling expenses to the better American meets.

Lastly, to provide the kind of commitment to swimming that apparently is required for an elite program may mean a drastic reshuffling of the university academic schedule in order to accomodate the swimmer. Will the university be willing to make those changes?

If some kind of athletic scholarships are instituted by the C.A.S.A., who controls the funds?

For Research

The study appears to have made a contribution to the developing theory and body of knowledge about the behavioural and social bases of sport and coaching by presenting glimpses of the Master Coach and the University swimmer at work in their natural setting. The multi-method has yielded good descriptive data to the master coach-elite athlete interaction and for this reason is highly recommended for use in the areas of sport and coaching. Other teams and coaches in the realm of both individual and team sports, should be observed and described using the same methodological approach. In a very practical sense, studying what one effective coach does and how he interacts with his athletes, should help other coaches in the performance of their coaching responsibilities.

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APPENDIX A

INTERVIEW GUIDE

INTERVIEW GUIDE

Global Organization

I. Introduction

II. Background

III. Current Situation - Past Situation

IV. Roles

V. Strains and Conflicts

VI. Personal Plans and Expectations

VII. Program at Varsity

VIII. Team Relationships

IX. The Coach-Athlete Relationships

X. Conditions for Quitting

Elaboration of Interview Guide and Sample Questions Used With Swimmers

I. Introduction (Instructions to interviewer - adapted from Lofland, 1971).

(1) Explain purpose and nature of study to the respondent, telling how or why he came to be selected.

(2) Give assurance that the respondent will remain anonymous in any written reports growing out of the study and that his responses will be treated in the strictest confidence.

(3) Indicate that he may find some of the questions far-fetched, silly or difficult to answer because some questions are appropriate for one person and not always appropriate for another. Since there are no right or wrong answers, he

is not to worry about these and do as best he can with them. We are only interested in his opinion and personal experiences.

(4) Feel free to interrupt, ask for clarification of the interviewer, criticize line of questioning, etc.

(5) Interviewer will tell respondent something about himself - his background, training and interest in the area of inquiry.

(6) Interviewer is to ask permission to tape-record the interview, explaining why he wishes to do this.

II. Background - Demographic material such as age, sex, education, place of residence, place of birth, and experience in swimming.

III. Current Situation/Past Situation

(1) Are you enjoying your swimming experience this year?
What? How? Why? Elaborate?

(2) Were you a member of the team last year?
Did you enjoy that experience?
What? How? Why? Elaborate?

(3) How could you clarify yourself as a competitive swimmer?
Are you, have you improved your times?

(4) What or whom has most influenced your decision to swim competitively at Varsity?

IV. & V. Roles - Strains and Conflicts

(1) What does the role of university team swimmer mean to you?

(2) As a student-swimmer, what do you do? What is involved?

(3) How important is swimming to you?

(4) To swim for Varsity, have you had to make adjustments in your personal life? Could you elaborate?

VI. Program at Varsity

(1) How do you feel about the swimming program at Varsity?

(2) If you were interested in becoming a world class swimmer, do you think the present program would afford you that opportunity?

VII. Personal Plans and Expectations

(1) What were your personal objectives or goals this year? Academically? In swimming?

(2) Are you achieving your goals? Are you happy with your performance? Your progress?

VIII. Team Relationships

(1) How would you describe this year's team?

(2) With whom do you feel closest on the team? Why?

(3) Could you tell me what the team goals are?

(4) How do you feel about the team?

(5) What about team policies (curfew, drinking, etc. on road trips and home meets)?

(6) How do you describe other swimmers to your friends?

(7) What are your feelings about the presence of the City Club swimmers?

IX. Coach-Athlete Relations

(1) What is good about the coach?

(2) What is not so good about the coach?

(3) How do you feel others (swimmers) feel about the coach?

(4) Describe a good coach.

(5) Do you feel you have enough personal contact with the coach outside of practices?

X. Conditions for Quitting the Team

(1) Why did you decide to quit the team?

(2) What else was happening in your life at this time?

(3) Did your decision to quit have anything to do with what was taking place in your life career?

(4) Did any particular person or persons influence your decision to quit? Who and how did they influence you?

APPENDIX B

VARSITY SWIM TEAM NEWS

Varsity Swim Team News:

Over the Christmas period, December 18th - January 2nd, the Varsity swim teams - men and women will be indulging in a special two part training camp. The first stage will be here on campus for 7 intensive days excluding a 3 day break for the festive season and then the teams will travel to Las Vegas for more training culminating on New Year's Eve with a four way meet against the University of Arizona, the University of Nevada and Portland State.

The teams return on January 2nd for the build up to their respective national championships in mid-March. The University could place well and has great potential provided all team members really work hard in preparation...this is especially so for the men's team.

Coach (of the women's team) is happy with her swim team and so far there are ten named swimmers heading for Vegas.

But Coach Duncan is not so happy "some of our best swimmers failed to meet up with the required standards - primarily attendance at training. They will not be going out of fairness to the others who did. This is a pity, because we could have a relatively strong team and do well in this kind of competition but in starting out any new program, building a team takes time. Some of the Varsity men still have to make up their minds about their own commitment and perhaps this will be resolved after Christmas".

There are 12 swimmers who qualify for Vegas.

The idea of the training camp and meet is to get a firm footing in top competition especially in 1977 and future years. Already the

University has received invitations from major colleges in the United States to compete, but it is essential first to build a team that can compete successfully and provide good opposition.

The December 4th meet, appropriately named the Iron Man or Woman Meet, consisted of swimming's toughest events - 400 yard individual medley, 400 yard freestyle, 200 butterfly, 200 breaststroke and 1,650 yard freestyle. The highest Varsity swimmer to place was [Tom Darwin] who finished 3rd.

In the New Year, the Varsity swim team faces a busy schedule leading to the championships to be held in Toronto. The January 15-16 meet against [three other universities] at the University of [New City] should prove to be a tough test for the Varsity swimmers.